

Student protest disturbs 'Colditz' campus opening

by Jane Feinman

The official opening of Bristol Polytechnic's multimillion pound Colditz campus by Lord Crowther-Hunt, Minister of State for Higher Education, was loudly disturbed by students protesting against inadequate travel services to the new site.

About 30 students who had boycotted Tuesday's ceremony marched up and down outside the glass-walled refectory bearing a coffin and black flag while a record of Wagner's funeral march repeatedly drowned the minister's words.

The students claim that there is no adequate bus service from the city centre to "Colditz", as they have dubbed the new polytechnic which lies seven miles away, and that it lacks vital facilities such as a health centre and a sports hall. They plan boycotting lectures next week.

Lord Crowther-Hunt, who had not student leaders earlier, said he understood their frustrations. "I am satisfied that it is extremely difficult to get to the new site and that it will be an uncomfortable place to study. I am very disappointed that this transport problem, which was recognized as early as 1969, still remains unresolved."

He said local transport was not the responsibility of central government but that he was doing everything he could to encourage the local authority to find a solution. He said the polytechnic had offered splendid facilities and he hoped the students would decide not to boycott lectures at the beginning of term.

The Government remained committed to expansion in higher and further education in spite of the fact that the demand for places was not as high as expected, and that there

was not enough money to spend as would be ideal.

"But it would surely be wrong to cut back on higher education because you cannot get the ideal conditions, particularly given the need for as many highly trained people as possible in this country. It would be wrong to say to a young man who wants to get qualifications, well the facilities are available but you can't come and study here because the conditions aren't quite perfect yet."

Mr Paul Greaves, secretary of the students' union said students would hold an emergency general meeting on September 29 to confirm the motion passed unanimously at a general meeting last term to boycott lectures.

"There will be 2,000 students studying here next year, but there is only one student village, housing 250 people, instead of the three that were originally planned. This will exacerbate the already critical student accommodation situation in Bristol."

The transport system was hopelessly inadequate involving a change of buses or a long hike across fields with bus fares totalling £3 a week for students travelling from Bristol, he said. "I stayed here last term and I only stuck it for three weeks because you really are totally isolated."

Yesterday the students discovered that an HM inspector of polytechnics had to wait 40 minutes for a bus back into Bristol after taking an hour to get out to the site.

The chairman of the polytechnic's branch of the Association of Teachers in Technical Institutions, Mr Hugh Bolton, said the staff fully supported the students' although our quarrel is not with the polytechnic hierarchy but with Avon local authority. He said the



Lord Crowther-Hunt unveils the plaque commemorating the opening of the new Bristol Polytechnic.

branch would wait until staff returned from holiday later this month before deciding what action to take.

The National Westminster Bank this week admitted that it unwittingly helped to finance the students' campaign for improved travel services to the new campus.

All new students due to start courses at the polytechnic next term were asked in a letter sent to their homes by the students' union, to support a boycott of lectures and tutorials. The bank provided the envelopes and paid part of the postage in exchange for being allowed to include a brochure.

The practice of banks helping to finance student union posters, some in

return for the inclusion of bank advertisements is not new. This week the National Westminster said out with the students' union letter included their own and other organization's promotional material.

A spokesman added: "This does not imply that we knew everything that was in the package. In fact we did not know what the package contained until we were sent the envelope in general mailing."

● Bristol Polytechnic lecturers will be paid a mileage allowance of up to 6.5p a mile for the extra journey to the new polytechnic building in Coldharbour Lane, not 15p a mile as stated in *The Times* article on August 22.

Crisis leads to conservation, Sir Brian says

by Sue Reid

The oil states of the Middle East had banished the comfortable of everlasting cheap energy provided the impetus for conservation, Sir Brian Patten, Director of Imperial College Science and Technology, told a symposium on "Man and Environment" at Birmingham University this week.

In an opening address to a symposium Sir Brian, who is also a member of the Royal Commission on Environmental Pollution, said he hoped this would lead to a new approach to conservation which not merely sought to conserve the oil they could no longer buy but to reduce demands on energy.

By eliminating avoidable energy consumption, he said, the present problems of pollution and help societies to take a new step in the environment.

He added that nearly all conservation resulted in pollution and a different pattern of development led to a different pattern of pollution. But new conservation to be struck, new techniques invented, and new crises which would be better averted for the environment.

Sir Brian said that the development of energy supply was provoked by the oil crisis and the future bring overall environmental benefit by discouraging inefficient use of energy.

Inequality blamed for poor job prospects

by Sue Reid

Lack of educational qualifications did not explain the high proportion of disadvantaged school-leavers entering low level work, a survey of young people in a disadvantaged area of Liverpool showed.

The two-stage survey was carried out in Liverpool's Vauxhall and Oxford University's department of social and administrative studies. The authors found that 94 per cent of young school-leavers with qualifications went into semi-skilled manual work compared with only 67 per cent for Liverpool as a whole.

The 140 leavers, 71 per cent left school at the minimum age without any educational qualifications and only two of them were viewed were still in full-time education at the age of 17 years. Of those who had started work, 71 per cent went into semi-skilled or unskilled work, no training or further education compared with a national percentage of 37.3.

It says the young people's problems stem to a large extent from the decline of the manufacturing and service sectors of the economy and economic inequalities which commands positive discrimination in favour of disadvantaged people.

All Their Future, a report by the Community Development Project, Department of Social and Administrative Studies, Oxford University, 40 Wellington Square, Oxford.

NEXT WEEK

Professor John Fletcher's Transition magazine. Extracts from *Rape of the Nile* inside story of the technique of North London Motorway research at Aston by Zoe Fairbairns on women's studies. Students and community research into problems of blind.

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University and college link on alternative to A-level entry

by Brian MacArthur

A unique scheme to admit students from Nelson and Colne College without the traditional A-level matriculation examination is to be put shortly to the senate of Lancaster University.

Students would read courses and sit examinations validated by the university's School of Education instead of being asked for A-level passes.

Successful completion of the courses would be accepted as a qualification for entry to degree courses at Lancaster University. Preston Polytechnic, Edge Hill College, Liverpool; St Martin's College, Lancaster; and Charlotte Mason College, Ambleside.

If adopted by the senate, Lancaster would make the first major breach in the General Certificate of Education system introduced to schools and colleges nearly 30 years ago.

It is intended that the courses should also be worth taking for their own sake as an alternative to A-levels.

The idea of an alternative to A-levels to cater for the needs of older students or adult workers who left school at 16 and want to return to education was put to Mr Charles Carter, vice-chancellor of Lancaster University, by Mr David Moore, principal of Nelson and Colne College.

The scheme has been developed by a working party of members of the university, the college and the polytechnic. It has been encouraged by Mr Conrad Rainbow, chief education officer of Lancashire, and the Department of Education and Science.

Mr Carter has now made the following proposal to the senate and the undergraduates admissions committee of Lancaster:

● Courses and examinations primarily intended for part-time mature students should be established jointly at the Nelson and Colne College of Further Education, and Lancaster at a limited number of further education colleges in Lancashire and Cumbria;

● Success at an appropriate level in these courses should be accepted as a qualification for entry to degree courses in the university and its associated colleges, subject always to any relevant course requirements. (It is proposed to accept the scheme also for entry to Preston Polytechnic, and it is hoped that they would in time gain wider acceptance);

● The validation of courses and examinations should be undertaken by the School of Education as supplementary work financed by fees. Members of the university and polytechnic who assist should be paid at appropriate rates;

● Nelson College should be encouraged forthwith to experiment with pilot courses;

● It is thought at present that the courses should be designed in two stages. The first would involve study techniques, scientific method and either historical method or language and style or mathematical language; and two or three other credits.

The credit courses would be: modern language (French, German, Spanish or Italian); the vocabulary



Mr Charles Carter, top, and Mr David Moore.

of politics and economics; introduction to sociology; social psychology; the appreciation of music; courses in art designed to develop sensitivity to the environment and to artistic achievement, including practical work; introduction to the forms of literary art; and the ecosystem.

In the second stage students would choose two units from: Edwardian Britain; the renaissance; modern language; music; art; the identity of modern Europe; international relations; behavioural sciences applied to education; behavioural sciences applied to a second area (possibly industrial relations); mathematical support for the natural sciences; man and his environment.

Mr Carter says: "Characteristically, these courses use, wherever appropriate, ideas from several traditional disciplines. Many of them do not fit the orthodox subject divisions used at school and involve, wherever appropriate, case studies or practical work related to the nature student's experience of life. They use a variety of methods of examination, including formal written examinations but not relying on them alone."

The development of the scheme owes much to the energy and enthusiasm of Mr Moore, who argues that A-levels are totally inappropriate for adults largely because they are designed to follow a five-year school course and are aimed at 16- to 19-year-olds in full-time education.

"Adults not only need more flexible learning opportunities but they are also able to cope with many different approaches given sufficient counselling and local support. This is where the Open University falls with its prime targets," he says.

"What we should be able to offer is a kind of supermarket of educational opportunities for adults already using much of what might already be available. The client should be able to 'purchase' through his time and effort a total package appropriate to his needs."

The needs might be a general education course required for adult promotion to join management for personal development or to break into higher education without disrupting their entire lives."

Science revival boosts admissions

by Sue Reid and David Hencke

Universities are predicting a substantial increase in student admissions this autumn. There has been a dramatic revival in demand for places on science and engineering courses and the student intake at some universities will be the highest in its history.

Most universities have reached their student quota figure and others have only fallen marginally short. London and Lancaster each report that admission figures are well up on last year with courses in many sciences and engineering subjects enjoying renewed popularity.

Leeds University is likely to admit a record number of first year students. There will be 2,600 new entrants this year compared with 2,163 in 1974 and demand for places on applied and pure science courses is good. More than 650 first year students will read applied science courses this autumn compared to 584 last year, and mathematics and physics numbers are also up.

At Lancaster University there will be a 7 per cent increase in admissions bringing the total number of first year students up to 1,260 compared with 1,180 last year. The university's engineering degree course has attracted 70 students, 15 more than the original target figure and 16 per cent up on 1974.

Chemistry and physics courses at Lancaster are undersubscribed but demand for places to read social sciences, psychology and social administration has been exceptionally high.

A spokesman for London University said that the pure science and engineering courses had staged a remarkable recovery this year and mechanical engineering was the only applied science course which had not proved popular.

The demand for engineering was buoyant.

He added that the university was unlikely to fall very much short of its intake target figure of 1,200. More than 7,100 students had already accepted places and offers were out to a further 34 potential students. The demand for places to read biology had almost doubled compared with last year.

In the North West Manchester and Liverpool Universities are also optimistic about admissions. Manchester is hoping to take the same number of first year students as last year but demand for science places has improved. However there are still vacancies on the French and combined studies courses.

Liverpool expect a student intake of 1,950 compared to 1,907 last year. This figure is slightly below target but admissions to courses in engineering, sciences, and law have increased.

● Polytechnics look set to increase their enrolments this year although last minute offers by universities to polytechnic applicants could cause a drop before the final figures are known.

The Open University is to increase its tuition fees from next January. The cost of a full course will rise by 60 per cent from £25 to £40. Fees for a half course will rise by 33 per cent to £20.

Full story page 26.

Tough test for training

The rapid fall in student numbers, the changes in the institutional framework and the development of different forms of professional qualification posed the most serious challenge that teacher trainers had ever had to face, Mr Alan Evans, the National Union of Teachers' senior education official, said on Monday.

He told an Association of Teachers in Colleges and Departments of Education conference on Educational Studies in Action that the designers of new courses faced unprecedented problems.

Half the colleges would have to submit their courses to the rigorous scrutiny of the Council for National Academic Awards for validation, while the other half were involved in a new relationship with their local universities after the abolition of the area training organisations.

The replacement of input planning by output planning would complicate course design and leave thousands of students uncertain of their final qualification until the latter part of their initial course, he said.

Mr Evans said that the new circumstances had added to the difficulties of a programme of restructuring of the teaching profession, which at the same time was reorganising colleges and universities nationally.

Mr Evans pointed out that the present homogeneous course pattern of entry into the teaching profession would be swept away and replaced by more different paths of entry. Such diversity posed difficult challenges for course and institutional viability.

He said circumstances were essential to form a real partnership and dialogue between trainers and teachers and the teaching profession.

The topics they should discuss should include CNA and university validation, course design, development and evaluation, joint teaching programmes, and the role of the professional degree in education that could integrate theory and practice in a way that many courses now offered, failed to provide.

Outstanding research grant applications decline

by Laura Kaufman

There has been a decline in the number of outstanding applications for Nuffield Foundation Grants for new scientific research projects in the universities and for new medical projects.

This decline has also been experienced by other foundations and some research councils according to the Nuffield Foundation's annual report published today.

The foundation is not clear about the cause in the case of scientific research, but says that the fall in the number of good applications for new medical projects is probably due to the curb on growth of university facilities together with some reluctance to undertake new research "for fear of its fairly drastic effects on overheads."

The foundation made 10 allocations to scientific projects in 1974. Only three were for new projects, compared with seven in 1973. Proportionately more grants were made to develop further programmes or centres which were already receiving or had earlier received support.

The three new scientific grants were: £23,340 over three years for work on neural control mechanisms of insect flight by Mr Malcolm Burrows at Cambridge University; £17,964 over three years for a study of genetic aspects of toxicology by Dr E. Lush at the Royal Free Hospital; and £17,256 over three years for studies of carbohydrate metabolism in the cell by Dr M. J. Morgan at Leicester University.

The foundation says that under present difficult conditions it is possibly as much of its business to build on success and to reinforce it as it is to initiate and pioneer.

Six grants were made for medical research projects during 1974, compared with nine in 1973. The only entirely new medical grant was for Dr M. E. Pembrey's study of the persistence of foetal haemoglobin in the blood of adults with sickle cell disease, carried out partly at Guy's

Hospital Medical School and partly in Saudi Arabia.

In social research, the foundation continued its support of projects concerning the place of law in society. The scheme of small grants in the social sciences continued to be by far the most popular of the individual schemes.

The foundation made three grants to medical schools to support the initiation and evaluation of promising experiments in university teaching methods.

A total of eight new grants was made during the year for research projects in Commonwealth countries overseas.

Grants from its main funds totalled £1,360,840 in 1974, higher than 1973's £1,116,431. But to do so it had to draw on unspent income from earlier years and "it is apparent that, whether or not inflation continues, and the limitation on dividends remains, the grants which the trustees will be able to afford to make in 1975 will be greatly reduced," the report says.

The Nuffield Foundation Annual Report, Nuffield Lodge, Regent's Park, London NW1 4RS.

Drop in entry standards

from page 1

man himself knew last February, the university intake for 1974-75 had less impressive A-level results than normal.

What is not yet known is whether this reflects an overall decline in A-level performance standards, less enthusiasm for university entry on the part of able students or deliberate decisions by admissions tutors to reduce their reliance on high A-level scores as criteria for selection.

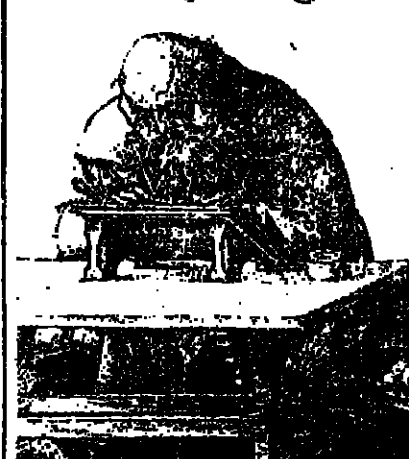
level performance standards, less enthusiasm for university entry on the part of able students or deliberate decisions by admissions tutors to reduce their reliance on high A-level scores as criteria for selection.

Table One	1974	1973	1972	1971
Percentage of students applying who were accepted				
with two science passes only	45.5	39.0	42.3	42.5
with two arts passes only	39.6	34.5	31.7	32.6
with two mixed science/arts passes only	37.0	30.2	24.3	24.2

Table Two	1974	1973	1972	1970
Percentage of bonus entrants with A-level passes				
scoring more than eight points from three passes	58.4	62.7	61.4	62.0
scoring less than eight points from two passes	12.5	10.8	10.7	10.2

Statistical Supplement to the Twelfth Report 1973-74, UCCA, Cheltenham, Glos., 61.50, 11.50, 11.50.

Scholarly delight



"Perhaps the best defence of scholarship ever written": an extract from the inaugural lecture delivered by A. E. Housman in 1892, page 15

Anthropology

R. D. Martin reviews "Bio-social Anthropology" by Robin Fox. David Brown discusses the Bakhtan and the Jalé peoples, page 17

Literature

Chaucer, transition, Shakespeare, Browning, Thackeray, Charlotte Brontë, 17th and 18th century poetry and Gautier are the subjects of reviews, pages 18, 20

Mathematics

C. W. Kilmister reviews two books on the new concept of catastrophe, page 19

Columns

Eric Robinson attacks the university elite: "Perhaps they think colleges store coals in the bath", page 5
Kenneth Minogue, page 27

Women

Zoe Fairbairns assesses women's studies in Britain, page 8

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Technology students drop 110,000 in seven years

by David Hencke

Students enrolled on engineering and technology courses in polytechnics and colleges of further education have fallen by more than 110,000 between 1967 and 1973.

Students on degree and other advanced courses have declined from 72,571 in 1967 to 56,385 in 1973, representing—because of the expansion of the polytechnics—a decline from 52 per cent of all advanced courses provided to 27 per cent.

In colleges of further education the number of students has fallen more dramatically, from 478,849 to 384,305 over the same period.

The steady decline in the appeal of technology is shown in a report of a conference on the provision of courses in technology held at Combe Lodge staff college.

Mr J. Latcham, a staff tutor at the college who presented the figures, said the summary showed a quite substantial decline. "In some colleges the formerly dominant position of engineering and technology has eroded. The reduction is almost entirely in terms of part-time students."

"Apart from shifting the centre of influence within the colleges there is a general under-utilization of staff and facilities. This under-utilization is probably most widely reflected in a reduction of class size."

Mr Latcham estimated that the reduction in full-time equivalent places between 1968 and 1973 was

about 18,000. "Allowing a generous class size of 15, giving a staff:student ratio of 1:10, there ought to have been a reduction of about 1,800 staff—about three in each of the 600 colleges," he said.

He suspected, however, that many of them were still there, and instead of teaching classes of 15 were working with groups of eight or ten students.

Mr A. R. Hammond, a statistician in the Department of Education and Science, commenting on the paper confirmed that proportions entering science and technology had declined since about 1966.

"The DES now thinks that the corresponding move away from science in schools could be slackening but one could be over-optimistic about it since the numbers taking science subjects in the first year of the sixth forms show no very marked sign of recovery."

"On the whole, it seems likely that over the next few years the drift away from science and technology will continue although perhaps at a diminishing rate. If numbers do increase it will most probably be due to a recovery in numbers going into further education as a whole, since this is more volatile than subject patterns."

"An exception might be in subjects connected with the oil boom, but even here there may not be a dramatic effect, given the churning experience of the aerospace boom where huge demands were forecast by many people but did not materialise."

Combe Lodge Report: 'The Development of FE111. Volume 8 No 6. Available from the Report Secretary, Combe Lodge, Blingdon, Bristol, BS18 6RG.

Teacher colleges set up body to encourage foreign links

An association of teacher education institutions wishing to develop links abroad is to be set up, following a conference in Brighton last week.

The conference, entitled "The International Opportunity", was organized by the Central Bureau for Educational Visits and Exchanges in conjunction with Brighton College of Education, which provided the venue.

The aim of the association will be to promote cooperation between colleges on all matters of international contacts and to open up prospects for concerted action and joint activities.

It was felt that the association could prompt a forward-looking, professional approach to courses, design, facilities and market research. Included in this approach could be an information bank which would hold details of the international activity in each institution.

Priority was to be given to planning a second stage meeting at Brighton next year, to establish contacts with other bodies working in this area, especially the European Association of Teacher Education to be set up formally at Liege in June, 1974.

Mr Michael Ruggert, from Belgium College, Department of Sociology, was to coordinate replies from those interested in joining.

The conference agreed it was necessary to find out where provision was required by overseas countries before mounting courses and providing facilities which might be under-utilized or short-lived.

Resource agencies which were available to give practical help and advice in the form of grants, bursaries, and other facilities were discussed.

The Central Bureau described some of the services it could offer, both through individual advice and through schemes for teacher exchange which it administers on behalf of United Kingdom education authorities.

Other bodies which could give advice were also mentioned, including the United States Office of Education, the International Association of the Common Market, the

British Council and a number of embassies and cultural institutes in London.

The opportunities for colleges of education to send students abroad, and mount courses for overseas students in Britain, were outlined by Mr David Hencke, of The Times Higher Education Supplement.

He said the reduction in teacher training places from 120,000 to 55,500 provided an opportunity for the colleges to increase their overseas students. It was vital that such teacher training institutions as Alverton, Hereford, Salford, Walsden, Farnham and Darlington, which were having their initial teacher training intake cut to nothing, should remain in the educational field.

The colleges were also diversifying, and the need to diversify as the diploma in higher education, which last year was run at Berkshire College and North-East London Polytechnic, and which next year was going to be run at Crewe and Abinger, Ripon and York St John's College, might attract more overseas students than had happened in the past.

Already links with America were flourishing with 428 American students at 43 colleges of education in England and Wales. In the teacher training field, the Department of Education and Science had strong links with three French universities—Caen, Tours and Dijon.

With Germany the links were not so well developed, and were mainly confined to one or two colleges, such as between St Martin's, Lancaster which had links with Sweden, and Middlesbrough College, Middlesbrough, which had links with Norway.

Mr Hencke outlined some of the developments that were being considered to improve links with Europe, like the proposed European Association of Teacher Education and the possibility of a Joint Council for National Academic Awards and European university degree giving bodies.

He ended by calling on the Government to give an alternative to the increasing international competition in education.



Rhodesian students protesting in Whitehall.

Rhodesians in protest over grants

by Sue Reid

More than 1,000 black Rhodesian students living in Britain may be forced to claim social security benefits this autumn because grants they hoped to receive from the Ministry of Overseas Development have not been awarded.

The Ministry originally planned to award just 70 grants to Rhodesian students studying in this country this year but due to the surprisingly large number who have arrived

the figure has been increased to about 200, at a cost of £1m. But it is believed that a further 1,300 students from Rhodesia are studying in Britain without grants, and many of them have failed to do so and may have to rely on the Ministry of Overseas Development for grants and were told by officials that the issue would be treated as urgent.

The students claimed they had come to Britain on the understanding that they would receive grants from the Ministry because they had places at colleges and universities in this country. Britain, they added, had promised to meet the educational and welfare requirements of black Rhodesians after the unilateral declaration of independence in Rhodesia.

The Ministry gives help to Rhodesian students by sponsoring them in their own country, in

other African countries and has in Britain. For the first time this year Rhodesian students were allowed to apply for grants to study in Britain before arriving but many of them failed to do so and may have to rely on the Ministry of Overseas Development for grants and were told by officials that the issue would be treated as urgent.

A total of 220 students came to Britain last year and of these about 50 received grant awards. The Ministry was unprepared for the large increase in student numbers that has taken place this year.

The Zimbabwe Students' Union, which is the students' wing of the Zimbabwe African National Union in Rhodesia, said this week the many of the students now in Britain were receiving social security

working part-time or receiving help from relatives in order to finance themselves.

Welsh merger starts bilingual teacher training dispute

A major dispute about the future of bilingual teacher training after the colleges have been reorganized has arisen over Government plans to present a bill to the House of Commons with the University College of North Wales.

Under the scheme Bangor Normal College and St Mary's College, Bangor, will be allocated only 400 training places compared with their present 1,300. College of Education in Wales and is jointly run by the three education authorities of Gwynedd, Clwyd and Powys.

Dr James Davies, principal of the college, explained that the three local authorities were concerned that the college should be able to keep its identity and diversity because of its bilingual advantages.

"About 75 per cent of the students come from Wales and 52 per cent speak Welsh as their first language. A total of 102 of the 53 staff are fluent Welsh speakers and all lectures and courses are conducted in both English and Welsh," he said.

The colleges were also diversifying, and the need to diversify as the diploma in higher education, which last year was run at Berkshire College and North-East London Polytechnic, and which next year was going to be run at Crewe and Abinger, Ripon and York St John's College, might attract more overseas students than had happened in the past.

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committee of the three authorities after the Labour Party Conference. Darlington Borough Council has intervened in a move to prevent the closure of the city's voluntary college of education going ahead. The borough has asked all interested parties to meet to find an alternative use for the college so that it keeps recruiting students during the coming academic year.

A letter condemning the closure has been circulated by the governors of the British and Foreign School Society college.

It says: "Since April the governors have neither been consulted nor informed of the measures taken to find alternatives that would enable the college's invaluable contribution to the teaching profession and the community to be retained."

"It is now common knowledge that negotiations took place between the DES and Durham Local Education Authority with a view to finding a role for the college in association with Neville's Cross College, Durham."

"The Governors are deeply disturbed that the future of their college has been determined by secret talks from which they and the parent body were excluded, and feel justified in presenting a fuller explanation of the failure of those discussions in order that the college and the borough should have a clearer understanding of the reasons for derailing south Durham of its centre of higher education."

The letter has been sent to the DES.

Grants cut for part-timers

Hundreds of student teachers are facing a massive reduction in their grants as a result of new ruling by the Department of Education and Science. The students on part-time courses, have been told that their annual grant may only total £180 instead of up to £630.

This year for the first time student teachers on 16-week mandatory grants from the DES, have been told that they will have to pay for their own living expenses. But the new regulations mean that part-time students studying for less than three days a week can only be awarded grants of up to £180. Last year when local authorities distributed discretionary grants to part-time student teachers many received about £375.

Now colleges, many of which believe the move is a conspiracy to reduce the DES's

grants, have been told that they must force students to give up their courses. Miss Karen Nissen, president of the students' union at Maria Grey College, Exeter, said this week that married women and one-parent families would be the hardest hit. She said the college was having talks with the DES in the hope of getting evening courses and short day time sessions included in the three-day qualification for an initial grant.

Not all students have been told of the grant reduction but the DES has said that because of complaints it will be looking again at the situation of teachers training colleges.

Colleges throughout the country, but mainly London and the north-east, run part-time BEd and teacher certificate courses spread over four years, and are likely to be affected by the DES's policy.

News in brief Degrees for three with no A levels

Three students from Sheffield Polytechnic have successfully completed their degree examinations despite not having the traditional A level or ONC qualifications for higher study. Mr Michael Connolly, accepted on the strength of a City and Guilds technician certificate, has been awarded first class honours degree in metallurgy.

Notts culture study

Staff at Nottingham University are to mount a series of research projects on transport and social problems, local history and culture of Nottingham thanks to a grant from the local county council.

Last year Nottinghamshire County Council made a gift of £70,000 to assist research "of local relevance". Studies will include building a network on Trent, local agronomy and the social impact on slum clearance in the city.

889 new accountants

A record number of 22,000 candidates sat for the examinations of the Association of Certified Accountants this year, the first of its new syllabus. Of these candidates 35 per cent were successful. A total of 889 students successfully completed the ACA's final professional examination.

Efficiency the call

Universities will have to be run even more efficiently than they are at present, Mr W. G. R. Brewer, the Association of University Teachers' spokesman, said this week.

Meeting at Strathclyde University, more than 100 British and Irish administrators heard a number of speakers on the theme of the "veritable" cost effectiveness. Among topics discussed were "learning productivity" schemes for manual workers.

New degree by night

A new-style evening degree course in social sciences is to be launched at the Polytechnic of Central London. This month the Polytechnic will launch a new-style evening degree course in social sciences. The course, which will take a minimum of three years to complete, is designed to attract students who are working full-time and need to fit their studies around their jobs.

Students will be required to complete a dissertation and a final examination. The course is being run in partnership with the local authority and public administration.

'Rape of Reason' authors call for bill of rights defence against Far Left

by Frances Gibb

National guidelines should be formulated on the academic structure and government of polytechnics and on the electoral procedure and administration of student unions, three lecturers at the Polytechnic of North London propose in a new book, *Rape of Reason*, to be published on Monday.

"They outline a bill of rights and responsibilities to protect institutions of learning from the revolutionary aims of the 'Far Left' and to ensure that appointments and promotion favour those who support the academy and discourage those who attack and undermine it."

Introducing the book at a London press conference this week, the head of the polytechnic's sociology department, Mrs Caroline Cox, who wrote the book together with Mr Keith Jacka, senior lecturer in mathematics, and Dr John Marks, senior lecturer in physics, said the situation at the polytechnic was an example of the threat to the survival of liberal democracy.

"We have written this book with reluctance, but the stranglehold of the far left is very strong. We couldn't succeed on our own, and felt it necessary to take the matter outside. The situation has deteriorated and is now of grave public concern."

"We know we'll be accused of being extreme right wingers and McCarthyites, but these allegations are totally irrelevant: our concern is fundamental and relates to the survival of liberal democracy."

Mrs Cox warned that it was fatal to treat the requests of the Far Left as genuine requests for improvement. To approve them could lead to a gain in an outcome as attempts to buy off the Nazis in the 1930s.

General principles embodied in the bill of rights would include freedom of speech, freedom from violence and personal abuse, freedom to teach and conduct research, and the obligation not to interfere with the freedom to pursue normal academic and administrative duties.

It would be imposed by sanctions, ranging from warnings to outright dismissal, which should be used in every case of violation.

The book describes in detail the history of the polytechnic in the past four years and claims that by physical intimidation, character assassination, disruption and occupation a few 'far left' students are trying to establish a revolutionary base at PNL.

Its authors accuse the "natural guardians of the academy", who include such bodies as the Council for National Academic Awards, the Inner London Education Authority, the Council for Academic Freedom and Democracy and the British Sociological Association, of failing to take sufficient steps to prevent the success of the revolutionary students.

The CNAA, for instance, should have laid down strict guidelines for membership of college academic boards, they say. "We consider it a major dereliction of responsibility on the part of the CNAA and con-

trasts with the behaviour of the Privy Council in regard to the universities."

A spokesman for the CNAA said: "This overlooks the fact that it is not a function of the CNAA to lay down such guidelines. It was a function of the DES which gave guidelines on the formation of the Polytechnics as a result of the 1967 White Paper and which was taking over responsibility not given to us by our charter."

"We don't occupy the same relationship with polytechnics as the Privy Council with universities because we don't lay down the instruments and articles of government. But this doesn't mean we do not make comments on academic structures."

Among reasons outlined by Mrs Cox for the success of such a minority of students in gaining influence were their methods: intimidation and abuse, repression of alternative views, and manipulation of student union meetings.

Staff were reluctant to speak out because of fear of abuse and did not wish to appear to be enemies of the left, she said. The preferred "happy ignorance" of the Far Left staff were estimated to number 60-70: one in eight academic staff. Support for the authors had been as much as 200, but was difficult to gauge because staff were reluctant to express their views.

A spokesman for the students' union at the polytechnic said he could not comment until he had seen the book.

The authors, from top: Caroline Cox, Keith Jacka and John Marks.

Survey research unit could be reprieved

The survey research unit of the Social Science Research Council may be reprieved at the council's next meeting early in October. Strong pressure has been put on Mr Derek Robinson, who takes over as chairman of the SSRC and on the council to review the decision to close the unit in September, next year.

At the October meeting a statement from the Association of University Teachers representing the unit's staff will be read.

The AUT will say that if the unit is to be closed, an agreed procedure giving staff several years' notice should be followed.

At a meeting of an ad hoc committee of researchers from the survey unit held this week, it was proposed that if the SSRC did not prove sympathetic to the AUT case, the dispute should be taken to the arbiters, conciliation and arbitration service for an independent judgment.

An AUT spokesman said that the dispute was a test case for all university-associated full-time research workers and their prospects for a secure career.

Poly asked to cut costs 10 per cent

Bristol Polytechnic has been asked to cut costs by 10 per cent along with other institutions in the education, health and social services under the Avon county authority.

The polytechnic has submitted proposals showing the effect of a 10 per cent cut on finances.

Mr Michael Pascoe, the polytechnic's information officer, said that the local authority planned to take no action on the proposals for the moment.

SRC appointments

Professor John Jinks, of Birmingham University, and Professor John Polkinghorne, of Cambridge University, have been appointed members of the Science Research Council. They will take up their appointments next month.

Professor A. J. Buller, of Bristol University, Professor A. P. M. Forster, of Edinburgh University, Dr Harry Kay, of Keele University, and Dr C. Saunders, medical director of St. Christopher's Hospital, Sydney, have been appointed to the Medical Research Council. They take up their appointments on October 3.

Poly courses move seen as catalytic

by David Walker

Recent proposals to give the polytechnics more freedom to create and run their own degree courses could have a "catalytic effect" on the development of their departments and courses according to the ability of staff and their experience, polytechnic directors predicted this week.

"They argued that the Council for National Academic Awards' proposals would be the catalyst for departments which have given degrees for 10 years or more and have at least five years' connexion with the CNAA."

This means subjects most likely to get validation would be the traditional polytechnic subjects like engineering and applied sciences, and professional studies like librarianship, the humanities, social sciences and suchlike would remain under CNAA tutelage.

During the next few weeks academic boards will consider the technical will consider the CNAA proposals, issued last week in a discussion document. They included the recommendation that courses or groups of subjects could escape its detailed supervision.

The document also recognized the existence within institutions of high quality academic work, experience,

maturity, constructive self criticism and effective and thorough academic decision making processes. Academic boards will be asked to decide which of their departments and courses meet these criteria.

Some polytechnic directors admitted that disunion could result. Dr Brian Lloyd, director of Oxford Polytechnic said that while some polytechnics regarded themselves as strong across the board, others considered their history marked by unevenness of progress, making some areas stronger than others.

They might find it very difficult to encompass two separate types of relationship with the CNAA going on at the same time.

Dr Patrick Nottingham, director of Leeds Polytechnic, suggested the proposals might give additional weight to the long-established departments which were not promoting many new degrees, not in the recently established departments which were and might relish the greater autonomy.

Others directors made the following points: "Some courses were firmly rooted in history, dating from before the Second World War in some cases. Newer subjects would take up to 50 years before they could claim relative 'maturity'."

Report urges subsidy for top drama schools

A national council for drama training, to identify drama schools deserving public subsidy, is proposed in the report of the Gulbenkian inquiry on professional drama training, published this week.

Schools awarded recognition would then be assured of financial support, either from the Department of Education and Science or the local education authorities. At present many of them rely for income on the fees from their students.

The report also proposes that students at the recognized schools should be eligible for mandatory grants. At present they are awarded on a discretionary basis.

The inquiry was set up in February, 1974, under the chairmanship of Professor John Valley, of Brunel University, to study the present provision of drama education, its organization and financing, with particular regard to the problem of employment.

It concludes that there is a real need for drama training which should take place within the public sector of higher education.

The report says that large unemployment does exist, but primarily among untrained actors rather than drama school leavers. It recommends that the Department of En-

ployment make a regular inquiry into the unemployment of acting and other professions.

The proposals do not involve an increase in public expenditure as much as a reshuffling of how the money is spent, Professor Valley said.

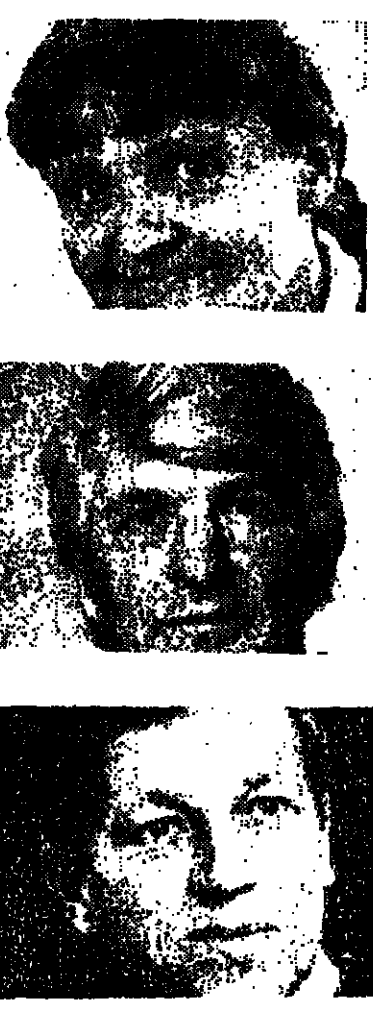
"We'd like to see the proposals acted on as soon as possible. The situation is extremely urgent from the drama schools' point of view, and the additional money needed is comparatively small. We believe by shuffling the money we can rescue them."

The national council would bring together representatives of actors, authors, directors, stage managers, employers and those involved in training.

"Its criteria for recognition will be quality of training, the facilities available to the students, the employment situation. No limit has been set on the number of schools, however."

There are at present 14 drama schools recognized as "efficient" by the DES, about 25 others are known as principal or full-time drama schools, about 15 describe themselves as colleges and some 65 advertise as private institutions, quite apart from the drama departments in universities and colleges of education.

A one-day conference is to be held on October 3 to discuss the details of a national council for drama training.



Students make dispute pact with campus workers

by Sue Reid

The National Union of Students has drawn up a special agreement with the National Union of Public Employees outlining the role of campus workers during student disputes with university and college authorities.

The agreement, which has been fully ratified by the NUPE executive, is aimed at reducing disagreements between NUPE members and students. It is also expected to stop retaliatory moves on the part of campus workers when students occupy college buildings or stage other forms of protest action.

The NUS has in the past expressed concern over the number of minor disputes between its members and campus workers during student protests. But the agreement, which calls for regular liaison between the local branches of the NUS and NUPE, is likely to minimize this problem.

The agreement, constructed to protect NUPE members as well as students, maintains that campus unions should be warned of any impending action by students and rules that the interests of campus workers must be borne in mind. It adds that students should guarantee the safety of campus workers during who might unwillingly be caught up in any action.

A code of practice for NUPE members is included. They are asked to refuse to take any action against students during a campaign and it is stressed that campus workers have an important role to play in local student disputes.

NUPE has pushed the agreement and a spokesman for the union said this week that any improved cooperation between students and campus workers was welcomed.

Now the NUS is expected to draw up a similar agreement with the National Association of Local Government Officers. A spokesman for NALGO said this week that a draft copy was being considered and a final decision was likely to be reached later this year.

The Association of Scientific, Technical and Managerial Staffs has also been approached by the NUS but has rejected the idea of a formal code of practice.

To let: student digs in London

The City of London Polytechnic may offer its spare student accommodation to other London polytechnics next week.

Ms Mara Quessie, lodgings officer, said that she had about 20 spare places in hostels and lodgings after all the students who had registered with the polytechnic had found places.

"I am holding on to the accommodation until next week in case any more of our students need accommodation but after that we intend to offer it to other polytechnics," she said.

Among the polytechnics that are interested are the North East London Polytechnic and South Bank Polytechnic.

The situation in the City of London is in stark contrast to other polytechnics, many of which are desperately short and some are restricting application to homebased students.

New degree blends OU and Oxford

Milton Keynes College of Education is to introduce a new three-year course leading to an Open University degree and Oxford University teaching qualification.

Student teachers on the combined course, which begins in January, will use Open University audio-visual and written material, and their studies will be integrated with the college's established teaching certificate programme.

Examinations for the degree element will be in November to fit in with the Open University timetable, while the teaching certificate examinations are planned for June.

A four-year course will be offered to students hoping to gain the BA (Hons).

OU told to stick to its original function

One in five of the nation's graduates will come from the Open University by 1984, but the vast majority of them will have to turn to conventional universities if they want to do higher degrees.

Mr Peter Princeps, the south-east regional organizer for the Open University, said last week that the Open University could never really be anything but the provider of degree studies for adults who had not previously benefited from education.

"The OU could provide hundreds of exciting specialist training courses, but it simply has not got the resources. The sooner it sticks to what it was originally created for, the better it will be for the 2,000 adults who were turned down in the south-east region alone, this year."

Speaking at the conference of the Association of Teachers in Colleges and Departments of Education, Mr Princeps said that the OU was specially designed for teachers who were being cut back because of lack of resources.

"But in my opinion, this is a good thing because in bringing in more specialist courses into the OU would be a retrograde step," he said. The educational studies

course was very attractive to teachers, but not so attractive to the general public because it started at the second level, without a foundation course. It used educational jargon that teachers understood, but that a housewife or secretary, probably would not.

He said that it was unfair that teachers, who made up one-third of the Open University's undergraduate students, should receive three credit exemptions when nurses, for instance, received none at all.

Mr Princeps also spoke of the "nightmare" of making Open University courses. He said the deadlines were terribly difficult to meet, particularly as outside consultants did not have the same "deadline mentality" as the Open University people.

He knew of one Open University team leader who had a nervous breakdown when he found that one of his consultants had gone abroad for six months just before the course's deadline.

It takes 18 months to two years to make a course which often has to be rewritten after two years. And at the end of it all, Open University staff have the solitary honour that their courses are there to be read and criticized by every academic in the country.

Practicality not theory 'should be colleges' proper concern'

Colleges of education should concentrate on becoming part of the school system and leave the theory of education to the universities, a senior official of the Inner London Education Authority said.

Mr Martin Shipman, director of research and statistics in the ILA, said that after 15 years of debate since the three-year ordinary BEd course was introduced in colleges of education, it was now time for them to "go back to basics" rather than academic priorities.

Education was now facing a totally new situation with the coinciding of an economic crisis, falling numbers of pupils and a break in the rising curve of expectation within education as a whole.

Since the publication of the Coleman report in 1966, a series of research reports had further underlined the claims that education could promote economic growth and also achieve greater social equality.

Mr Shipman stressed that he was speaking as one who had had a career in teacher education in colleges and universities and was now looking back from the outside.

He said schools today faced a problem they had never experienced before: the forward planning of contracting resources.

"All our experience is of expanding organizations, increasing numbers of staff and extra resources. Once staff have to be shed, the basic curriculum is threatened, the balance of subjects taught."

"This is a particular problem for secondary schools in the 1980s and for colleges of education now."

He said local authorities, teachers unions and the evidence of probationary teachers all agreed that the induction and in-service training should be controlled by those actually on the job rather than in colleges.

Boom town details further education plan to 1985

Basingstoke, one of Britain's fastest expanding satellite towns, mapped out its further education path through the next decade at an Oxford conference last week.

The two-day staff conference at St Edmunds Hall outlining the 1985 blueprint was organized by Mr Robin Higgs, principal of Basingstoke Technical College.

Speaking on the eve of a building expansion which will double the college accommodation, Mr Higgs emphasized the need for a realistic staff development programme re-oriented to students' needs.

"We must examine three aspects of individual staff development: the professional, tutor concerned with his college policy within the county and national realm; the teacher's progress towards his personal career aspirations; and the tutor at practice in a work area where students can come to grips with learning."

On the last aspect, Mr Higgs appealed to his staff to undertake a "linguistic analysis" of the words and statements they employ in their classrooms. He warned that the fashionable emotive words which were often used bore little relation to fact and created a learning barrier, eroding classroom communications.

With a new in-service training scheme in the pipeline—due for implementation when Hampshire County Council and Council for National Academic Awards negotiations are completed next year—the principal asked teachers to be wary of "potential heads of department" courses.

These were the Higgs and could encourage an extra degree for the sake of the qualification with no

regard for practical use at the college where the teacher is posted, he said.

Mr Jack Sturges, assistant education officer for Hampshire County Council, said the county's successful in-service training schemes for further education teachers had laid solid foundations for a new integrated programme in league with Portsmouth Polytechnic.

The advanced system, envisaged over a two-year period, will cater for all further education entrants in Hampshire. They will complete a one day a week course at Farnborough, Portsmouth and Southampton, with residential periods at Portsmouth Polytechnic at the beginning of their first and second years.

Portsmouth's present further education college is being absorbed into the polytechnic and it is expected the new scheme will be launched in September 1977 to produce the first graduates with CNAA post graduate certificates of education by July of the following year.

Mr Sturges said the City and Guild part-time course will combine with the new development.

Guest speaker Mr Brendon Butler, director of town development at Basingstoke, said the local college catchment area was increasing rapidly with houses for London overspill residents going up daily.

He said Basingstoke's economy and building projects had remained reasonably buoyant in spite of the national crisis. This was due partly to the multi-purpose composition of the area: industrial, light industrial and rural interests thrive side by side.

Stockwell launches 32 courses

Stockwell College of Education, London, is launching 32 university-validated degree courses this month as part of its move towards diversification.

The 3,000 student college is planning to merge with Ravensbourne College of Art and Design College of Technology from September next year and has received Department of Education and Science approval to complete negotiations.

All its new degrees—24 teaching and eight arts and humanities degrees—are validated by the University of London and were given DES approval during the summer.

The eight new courses include teacher training cover Bachelor of

Humanities degrees in combined studies and Bachelor of Arts degrees in combined studies.

The four new B Ed degrees are education with educational broadcasting; education with English education with history and education with religious studies.

Four Bachelor of Arts degrees are available in English and French; French and history; history and geography; and history and mathematics.

Teaching degrees include Bachelor of Education three-year ordinary and four-year honours degrees; the certificate of education; and the postgraduate certificate in education for primary and secondary schools,

PEP praises business sandwiches

One of the few areas of social science where the polytechnics had made a distinctive contribution was in business studies, a report from the Political and Economic Planning, the independent research body, says this week.

Council for National Academic Awards business studies courses organized on a sandwich basis not only raised a student's chances of getting a job immediately he qualified, but gave him an advantage over students doing business studies at university and fellow polytechnic students in other social science subjects.

Under a Department of Education and Science grant, Political and Economic Planning investigated a group of CNAA business studies students who graduated in 1972. The report by W. W. Daniel and Harriet Pugh, a number of conclusions about the relative success of the polytechnic.

It criticizes the binary distinction, which results in better facilities for university students, and argues that polytechnics should devise their own distinctive degrees. More money should be given to the polytechnics to combat high student wastage rates and employers' prejudice against their students by means of different degree courses.

The PEP report looked at the courses and careers of polytechnic business studies students, who in 1974-75 totalled 4,210. In general they were conventional, A-level school leavers very similar to university entrants. But while only about a quarter of university business studies graduates went into manufacturing industry, 30 per cent of CNAA business studies graduates went into industry.

These sandwich students were more likely, too, to take specific responsible jobs, to work in the full range of business, to move across all sectors of the economy and to achieve higher earnings. The report suggests that although the evidence was slight these differences persisted through the years.

While these differences seemed to be the result of sandwich courses, the report says what mattered was only the industrial experience element in the sandwich.

Having this practical experience in industry, CNAA business studies students found it easier to secure university students to go and find jobs that paid more. The report concludes that this partly compensated for employers' general reluctance to favour polytechnic graduates when university men were available.

The report concludes: "It is clear that in relation to social sciences, polytechnics are well advised to pioneer new courses using different methods, such as the sandwich course in business studies, rather than mimicking the university by providing courses in traditional subjects on a full-time basis."

"However it is clear from our findings that in relation to the CNAA business studies at polytechnics are failing to fulfil certain of the distinctive social functions attributed to them at the higher education system."

Prospective students often use sandwich courses as an insurance against the vagaries of UCCA and the A-level game as played in the universities. Even if we do make a careful selection of, say, 50 for a particular course from the several hundred applications, it is always the case that in August and September there are those who find that their A levels were, after all, acceptable to a university and off they go. We even lose some after registration in mid-October this way.

It is each September that we find out whether our forecasting techniques of the previous winter have succeeded or not. They usually do not succeed. Unless we overlook some places with the abandon of reckless Majorana hoteliers the chances are that 50 firm offers would become 15 actual arrivals.

Our sums hardly ever turn out right in these overenrolling exercises. For our first degree in librarianship, we always look for 50 entrants. Three years ago we expected 29 arrivals so we offered 29 places and 41 turned up. Last year, with great trepidation, we offered 100 places and had 44 register. This year we have offered 110 places and with a bit of luck, they will all turn up and swell our numbers. One of the consequences of polytechnic patterns which virtually oblige one to overenroll is that if

Liaise for success. TEC told

The success of the Technical Education Council's policies hinges on liaison with industry, Mr Francis Harriot, chief officer of the council, told industrialists and college lecturers at a symposium at Portsmouth Polytechnic last week.

He emphasized that TEC programmes would be designed to meet the educational needs of identified groups of technicians and higher technicians, and would have explicit aims and objectives related to the requirements. Because of this, the council considered that collaboration with industry when planning programmes was essential, he told the symposium, entitled "TEC and Industry", that this should include cooperation with local industrialists when setting local requirements, and the involvement of the council which is planning to launch the first TEC programmes next year.

Don's diary

September song

September always catches up with me before I am ready. In May when the summer is young the thought of the long student days of July and August always beguiles me into the belief that the accumulation of work over the last 70 or 80 days will be time to catch up on professional reading in the summer. A few of the articles so gaily promised might be written and a new book started. It might even be possible to re-write a few of the lectures which have been collected and read in readiness in students in the past year.

It never works out. Despite the fact that the whole of the non-academic world appears convinced I retire to some sun-soaked beach for the whole summer when spoken to in conversation, officially they still write, call or telephone and expect immediate attention.

It must take a stronger will than mine to pursue research and the seeking of academic truth during vacations. Before I knew it, I am up to my ears in references for the departed, inquiries from the axed and the furloughed of the failed.

Some of the work I promised myself to complete has been done, of course, but it is disappointing to find the list of undone jobs is longer now than it was on July 1. My office was due for a good turn out in 1973 and must now await 1976 with resignation. For yet another year everything I need urgently will vanish under the mass of the visibly irrelevant.

During August I asked myself often why it was that after so many years of experience and so many bad media jokes about librarians I still become overheated about my apparent public image as reflected in the activities of late applicants.

Pride in one's profession causes it, perhaps, but it is difficult not to be rude when head teachers, youth employment officers or proud parents ring to say that pupil, client or dear daughter has had disappointing A-level results and therefore cannot take up offers of law, medicine or architecture courses at the school or that university.

The caller then rather lamely finishes off "at this late stage I could only think of something like librarianship to suggest to her". The stunning blow to women's lib is that all this male late applicants almost always apply in person: the females use an agent.

At one point I seriously considered advertising along the lines of "For Heaven's sake, if you have any sons, please apply to me for a job. I am, perhaps, not fitted to comment on the needs of others. Such oracles of advertising are surely mutually self-defeating and, what is more, expensive. If all is that male late applicants need to be advertised so heavily, are they viable in the first place?"

Even though our own department receives applications from people with valid qualifications at anything up to 10 times our capacity, it does not mean that we are a customary polytechnic September chore of grubbing under the university table for crumbs.

Polytechnic students often use sandwich courses as an insurance against the vagaries of UCCA and the A-level game as played in the universities. Even if we do make a careful selection of, say, 50 for a particular course from the several hundred applications, it is always the case that in August and September there are those who find that their A levels were, after all, acceptable to a university and off they go. We even lose some after registration in mid-October this way.

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many more people arrive than your target figure because of some sudden unforeseen change in university recruitment patterns or A-level examination policy it is necessary to accept them all with as good a grace as can be mustered.

Caught by a surge

A sudden surge in enrolments arising out of such a cause is both disastrous and pleasurable at the same time. For librarianship especially, caught in the cleft stick of a risibly ineffectual government manpower planning exercise and the generous staff/student ratios necessary in the late 1960's, and early 1970's to persuade CNAAs (and particularly university members of CNAAs Boards) that we were fit to run degree courses, more students would be a not unimproved blessing.

The Library Association would suspect a conscious attempt to upset their agreement with the DES. The DES, in their manpower planning guise, would of course be furious. On the other hand those in the DES concerned with over staffing in higher education would be pleased as would their Regional Staff Inspector who would see visions of thoroughly viable student groups in second and third year options.

The polytechnic's assistant directors (academic) and (resources) would not be happy about the way their carefully contrived academic plans and delicately balanced budgets were being fouled up. On the other hand the assistant director (administration) would be able to compute a true staff/student ratio which even the most dedicated of fairy tale tellers would not dare lay claim to.

The departmental staff would be livid at the thought of all of the extra bodies to teach and take it as further evidence of my loss of grip. That it now fits in Higher Education these days. You win some, you lose some.

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the manpower planners think we need for actually existing jobs when no real efforts are made to limit entry to other areas. Philosophy, theology, logic, aesthetics, sociology, law, history of art, general arts, chemistry, modern languages and classics are but a few of the areas I have in mind.

This is based upon the evidence of the shoals of applications in such disciplines we receive for the 30 or so graduate places the manpower plan allows us when they began to realize that the specific market for their available and expensively derived talents is rather slow.

Putting it at its worst it is difficult to understand why it is more acceptable to have unemployed philosophers basking out the door queues than unemployed librarians or teachers, who would have at least a marketable vocational qualification here or abroad, given the right economic conditions, without the need for further expensive vocational training.

A manpower plan, tidily drawn up in a Whitehall office, tends to fall apart in actual use and the trouble is that once the tablet has been inscribed and handed down as policy it is difficult to do anything about it.

To make manpower planning work it would have to be total, with arbitrary powers to direct labour to the places it is needed. Partial, piecemeal, manpower plans are almost more harmful than whole ones that is. Total manpower plans are not compatible with a democratic form of government.

On the other hand it is also undemocratic to limit choice in education by refusing to let people take courses they would not like to take whilst allowing them open season on those which, given choice, they would not. Come to think of it, not only is it undemocratic, it's barny.

Have polys arrived?

Having gloomed over the present and the recent past what of the immediate future? More of endlessly tedious repetition of the same old college of education which would rather not (the manpower planners strike again?). Estimates to cut and juggle and frozen establishments to thwart.

With the ominous forebodings about the imminence of education cuts there are consolations in working in a polytechnic because there is not really much to cut at: 20 per cent off nothing in a furniture replacement budget is still nothing.

The winner will be made hideous by the sexual harassment and trans-binary bickering about the real or (more likely) imagined discords over staff/student ratios and salary differentials. Nobody will believe anybody, but the universities will continue to convince each other on the basis of evidence that polytechnic salaries are higher for less work and better staff/student ratios.

Polytechnics will continue to believe that their university counterparts live on a diet of Riley on sumptuous, soporific, and unadvisedly invited to put up a 100 per cent mortgage on a 100-year-old house riddled with dryrot, eagerly lit money by the wheelbarrow load into any project sensible or unsensible proposed by a university.

Trying to look objectively at the belly-aching does produce one or two comforting thoughts for the polytechnics especially and public sector higher education in general.

The relationship with the universities has developed fast. Beginning with an almost total unawareness of it all is that male late applicants almost always apply in person: the females use an agent.

Since it is hardly worth becoming involved under the collar about things as regards us of no account it must be inferred that the polytechnics have reacted a position of some authority and influence. It might almost be said that they now constitute a serious threat to the established and comfortable traditions of higher education.

The author is head of the department of librarianship at Leeds Polytechnic.

Manpower planning can fail

In my more depressed moments I trace all my biggest problems back to the manpower planning bureau. I am blessed if I can see the reasoning behind the apparent assumption that it is wrong to produce more pharmacists, doctors, librarians, teachers or whatever than

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White faces, black masks: FE college viewpoint



ERIC ROBINSON

In his address to the International Association of Universities Conference in Moscow Mr John Habakkuk, the vice-chancellor of Oxford University, expressed his concern to preserve the elitism of universities so that excellent leadership in culture and civilization should not be dashed by the vulgarism of the masses.

Professor Martin Trow and Sir Roy Marshall made similar remarks at Lancaster. Both emphasized the importance of an élite community at the apex of the system. They had the accolade of a sympathetic leader in this newspaper—merely enough since it is written for top people.

Evidently in at least some of his thinking Mr Ian Smith of Rhodesia is not so isolated as we have been led to believe; and I do not intend to be over the top about his substantial intent. The British technical college teacher beneath the British academic community knows he is the nigger.

This is no exaggeration. Indeed it is natural and inevitable. Long as universities teachers are cultivators of the beliefs expounded by some of their masters. Many of them really believe that beyond doubt they are superior people. If they do not, the cherished idea of a university is itself in doubt and the matter there is a limit to impartial enquiry.

Loyalty to the academic community demands adherence to articles of faith which must not be questioned. Thus the collective excellence must merely be asserted and need not be justified.

Outsiders and students naturally question it. Are all these chumps really so excellent as they assert? What are the criteria of excellence? Should not excellent people be competent, humane, tolerant, wise, flexible?

No, these questions must not be asked. To ask them is to challenge the authority of the academic inheritance and succession. It is heresy. It must and will be treated as such. Read the Black Papers again. They are not ill-informed, incoherent, prejudiced or boring. For they are written by men certified as excellent by the academic.

The question, risk of heresy I ask the academics. I want some of the grand old self-congratulatory phrases defined and I want some objectivity. What is meant by scholarship and how is it demonstrated to those who do not see the emperor's clothes?

What are the standards and how are they defined and used in measurement? What are the secrets of alpha minus minus and beta plus plus? How do the universities so easily identify the clever when the schools and the colleges so often find it so difficult?

If only in the name of scholarship, senior university men might take the trouble to learn something of the work of colleges and polytechnics before they pronounce on it. Mr Habakkuk says, in identifying the distinguishing characteristics of university education:

"... an education which, though specialized, emphasizes the principles and concepts relevant to a wide range of occurrences rather than the training closely geared to the narrow needs of a very specific vocation, and which therefore will enable a student to respond in later life to changes in the skills required of him."

This implication, very clearly, is that teachers in the universities are not concerned with this. Perhaps he also assumes we eat Kit-Kat and store our coals in the bath.

When I went to college and not people who drank alcohol, did not go to chapel or voted Conservative was surprised to find that they seemed in many respects quite normal people, not totally devoid of morality. Later still when I travelled abroad I discovered that I was an Englishman and indeed a White Anglo Saxon Protestant.

I learned, particularly from black people, just how offensive to the outsider was the tacit assumption by the Imperial Christian British of their monopoly of wisdom, truth and morality.

wondered what it would be like to be beyond the norm. When I became a technical college teacher I sensed the experience of a black man when I had contact with the controlling élite of the educational world, the university community.

In the 1960s it became fashionable in the United States to invite the obligatory black to a cocktail party, and it became the practice in Britain to invite a technical college teacher to certain academic functions. I was often the token white from the tech. I noticed the anomaly and in my subsequent excursions among the academics I have recognized the parallels with most of the familiar comedies and tragedies of black against whites.

I have known academics occasionally imagined, snub, direct and indirect, ad nauseum. Even more degrading has been the condescension and the self-conscious patronizing by some of the liberals, going to the point of the token white stalling intent. The British technical college teacher beneath the British academic community knows he is the nigger.

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was not well in England. Some people did not go to church and many of them drank alcohol and gambled. Catholics were not really Christians because they drank, gambled, played games on Sundays and refused to walk with us in the Whit Sunday processions. Those in the Church of England were suspicious.

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Rape of reason

Keith Jacka, Caroline Cox and John Marks are lecturers at the Polytechnic of North London; in their book *Rape of Reason* they give an eye-witness account of the past four troubled years at PNL. They argue that the polytechnic has suffered a sustained attack by Far Left revolutionaries and that the authorities failed to take appropriate action. In this edited extract from the final chapter "Challenge and Response" they explain how higher education should defend itself against what they believe to be the enemies within.

The ominous trends exemplified by PNL are not peculiar to it, and would not disappear if this college were to be encapsulated or closed down.

The troubles at Oxford University during 1972-74, as well as the characteristics we have already described: deliberate disruption on spurious pretexts, manipulation of meetings, organised Far Left political groups (International Socialist and International Marxist Group), threats and intimidation, contempt for disciplinary proceedings and a leaflet barrage.

In his annual report the senior proctor of the university said that it would be "very dangerous to be guided by the view that these are youthful excesses which ought to be ignored."

"... because there is a small, but important, minority which is determined on disruption... whose excesses... are deliberate and purposeful. They demand to be treated in the most liberal spirit. Yet they view the principles of liberalism and of reasoned discussion with contempt."

The proctor concludes: "Never, no matter what the temptation to buy peace and hope for the best, never under any circumstances, should the university make any concessions which will in the slightest impair its powers to defend itself. We found its present powers barely sufficient."

Thus Britain's oldest university is attacked in the same way as one of its newest polytechnics. Other universities which have been afflicted include Essex, Lancaster, Cambridge, Sussex, London (LSE) and Kent.

Using the latest weapons and tactics, with a realistic analysis and a clear plan of campaign, the Left-wing totalitarians are waging war on the academy as a key institution in modern society. With few exceptions the academics have proved inept at self-defence. We offer some prescriptions for survival drawn from experience in Britain, the United States and West Germany.

We have argued that an academy must manifest the spirit of tolerance, of respect for other views, of the supremacy of persuasion, of concern for hard facts and analysis. It must be devoted to truth and scholarship, and in its institutional practices and structures of government must accord with this devotion. All serious attacks on the academy aim at these central values and the structures which embody them.

The would-be destroyers of academies have national organizations, and their attacks are carefully planned and coordinated. To be successful the defenders must also organize nationally and internationally to pool their intelligence and experience.

The law of the land applies everywhere. Likewise the internal codes of academies within a state should be in harmony. The destroyers know that higher education is indivisible. In particular, the universities and polytechnics in Britain must combine to defend themselves.

We therefore suggest that a national working party on higher education be established to draw up a bill of rights and responsibilities, which should be accepted by all institutions of higher education.

We suggest that the members of the working party should be mainly, but not entirely, academic, and should include representatives of the Committee of Vice-Chancellors and Principals and the Committee of Directors of Polytechnics.

We suggest also that there be established a standing committee, permanently available as an expert external source of advice and help for any institution subjected to disruption.

We contend that a commitment to dispassionate scholarship, balanced appraisal of issues, and honest criticism should be the concern of all members of the academy at all times. But such principles will not automatically prevail, especially if there are members of the academy who flout and exploit them. Hence



Confrontation at PNL. From THES, November 22, 1974.

Daily Telegraph

the great importance of communication. Regular, accurate and well-written information should be disseminated by the administrative and academic leadership to all members of the institution on all matters of importance. Every misinformation circulated, either deliberately or inadvertently, should be immediately and persistently corrected.

Another aspect of communication is the first impression of the academy that the student receives. The far left in PNL are shrewd tacticians; this is clearly shown in their policy of all-out indoctrination of students during the vital first weeks.

We commend the practice of certain institutions, such as the London School of Economics, who do not permit this to happen. Their induction programmes are organized by academic staff alone.

A student whose first impression of an academy is favourable will be the better learner because of it. The main responsibility here lies with the academic staff, for they are at the heart of all academic endeavours.

The disastrous performance of the PNL academic board, with its large number of student members, could have been predicted. It may serve as a warning of what to expect if political criteria take precedence over academic ones. It is likely that other academies will experience pressures for "reform" similar to those that prevailed at PNL.

We therefore suggest that national guidelines on academic structure and government should be formulated. The Privy Council has taken some steps in this direction for the universities; the proposed national working party on higher education could complete the task and advise the Department of Education and Science on the application of these guidelines to the polytechnics.

Another critical area covers the constitutions and financial activities of student unions. Clear national guidelines need to be formulated and applied covering such matters as electoral procedures for student union executive positions, representation on the NUS, and the sources and legitimate use of student union funds.

These guidelines might include: limitations on the number of sabbatical officers and on the number of student seats on academic decision-making bodies—both could be related to the proportion of the student body voting in the relevant elections; national secret ballots for members of the NUS executive; the wider use of referenda, both nationally and locally, for deciding student union policy; the funding of student unions by voluntary subscription rather than by a compulsory capitation fee which is usually paid by the student's local authority.

Another area for national investigation could be the substitution of student loans for student grants. Many will find it hard to believe

that the left-wing totalitarians could ever be politically effective in Britain. Are they not too few in numbers, and are not the British too deeply liberal by temperament and tradition to support them?

We shall say briefly why we think that at this time the far left is well placed to have a large destructive effect.

The cultural revolution of the 1960s in Britain was an astonishingly successful assault, obliterating in a few years much of the intellectual and spiritual accumulation of generations. For many people, especially the young, the foundation necessary for any coherent attitude to authority, or for building one's life on liberal values, were swept away. A new mode of sensibility appeared: amorality, nihilistic and trendy.

This cultural revolution—apparently spontaneous—in which Britain was the pioneer for the Western world, was a key event. It made for a defenceless society and it created the indispensable elements—the categories and shibboleths—for the conspiratorial political revolution which is now being attempted.

The Left knew too how to exploit that major intellectual gap in modern liberal theory: the lack of an adequate analysis of authority.

This use of the liberals has been essential in the attack on education. And there are many other influential liberals in Britain—opinion leaders in journalism, the arts, economics, politics, for example—who by their failure to recognize these tactics are, however unwittingly, acting as valuable allies of the totalitarians.

In Britain we are now confronting an extreme form of the classical liberal dilemma. How willing are we, in our academies and in society at large, to take the steps necessary to defend our institutions? And what will happen if we do not protect them?

A central purpose of this book is to make sure that people in Britain cannot give the excuse (used by many German academics at the end of the 1930s) that they did not know what was happening in their midst. But merely to observe this with indignation is pointless and ineffective because, as Bismarck said, "indignation is not a category of political action."

The defenders of tolerance must now move to the attack.

Keith Jacka, Caroline Cox, and John Marks, 1975.

Rape of Reason, by Keith Jacka, Caroline Cox and John Marks, is to be published on Monday; Churchill Press Ltd., £2.25.

Polytechnic administration: pyramid or matrix?

Matrix management is a relatively new approach to modifying and supplementing the conventional hierarchical type of industrial organization, which is based on a pyramid of superior-subordinate authority relationships.

The pyramid, as visualized in the typical company organization chart, only shows the static picture of an organization. What matters equally are the dynamic aspects—how an organization works—and the personal inter-relationships created.

Personal relationships are the official authority relationships. In practice, these are supplemented and supported by informal (unofficial) working relationships which cross functional and departmental boundaries, and which link together people with the knowledge and expertise relevant to solving particular problems or completing particular tasks.

In the matrix, these unofficial relationships are recognized and legitimized in order to achieve specified task objectives. But the matrix, whilst it attempts to avoid the disadvantages of the traditional company pyramid organization, does not, and is not intended to, replace the hierarchical form of organization.

The need for accountability is still an inescapable fact of life, and there still have to be discussions on resource allocation for which some sort of hierarchy is necessary.

The current application of matrix management in higher education, and particularly in a number of polytechnics, distinguishes and separates the two academic functions of (i) administering courses and (ii) teaching and research.

In this matrix type of organization, the department disappears, and it is possible, in principle, for an institution to identify both a complete list of courses and a complete list of teaching expertise, based on individual subjects or disciplines.

In practice, particularly for the bigger academic institutions, it is normal to group both the courses and the subjects in a faculty framework so that each faculty contains a group of related courses and the appropriately related groups of subjects.

Within a faculty framework, it may still be necessary to sub-group the courses, and a term which has been used for these sub-groups is "school". Hence there may be two or more schools within a faculty. Similarly, the term "division" is used to mean a subject or discipline, and there may therefore be several divisions within a faculty.

In the matrix, the teaching function includes not only the actual teaching role, but the development of the subject, and related research. Academic staff are appointed to appropriate subject divisions. This side of the matrix is concerned with human resources, and other kinds of resources may be treated as part of this side, for example facilities and accommodation.

For each course, a course leader is appointed. He will have no staff whom he can call his own. He is dependent on teaching contributions from the appropriate subject groups. His role is to coordinate these teaching contributions to provide an effective course.

The course leader is responsible for the effective administration of his course. He may be responsible to a board of studies, including some or all of the teaching staff contributing to his course. The course board of studies may be responsible to the appropriate faculty or academic board.

The subject or discipline groups consist of the teaching staff, and each group has a leader responsible for ensuring that the subject is taught adequately, and developed through research. He is responsible for the personal career development and appraisal of his group.

He must, however, be compatible with the extent of the resources entrusted to him, all teaching requests to his group are met and that the course leaders are satisfied with the contributions to their courses.

The subject leader is himself responsible to a more senior subject leader or a faculty dean. The faculty dean or resource centre controller

is responsible, therefore, for teaching (and other resources), and the course leaders are responsible for courses and students. In a faculty structure, the two roles come together, although they retain separate accountability, at the faculty board.

It has been claimed that the matrix approach, in contrast to the conventional departmental system, is able to provide a more flexible organizational framework which can offer alternative career paths.

It provides for the resource allocator, the subject specialist, and the academic administrator to be recognized and supported, with official parity of esteem and promotion prospects. This form of matrix has therefore some very solid advantages. But there are problems.

A key problem is the relationship between course leaders and subject leaders, who may have different criteria for success. Course leaders are primarily concerned with the success of their own courses, which may be measured by student numbers, exam successes, sponsor satisfaction and so on. Divided loyalties constitute another problem. The teaching staff are allocated to a subject group and, therefore, a resource centre. Yet their operational effort is directed to a range of courses which, organizationally are separate.

This conception of the matrix, therefore, while it may be correct academically, is not necessarily correct in the managerial sense.

John Nelson discusses the application of 'matrix' styles of management to higher education

But it may have forced a recognition that the primary operational activity is the provision of courses. If so, then the primacy of the course leader may have to be recognized, and the subject leaders would be deemed to have a supportive role.

This form of matrix which has been currently developed in a number of polytechnics may perhaps be based on a presumption that the deficiencies of the departmental system are inherent and unalterable.

(If so, it is open to challenge, because if loads of departments are held to account for their responsibilities for staff development, appropriate subject development, teaching and research standards, there is surely no intrinsic reason why departmental deficiencies need endlessly persist.)

It is a more basic and permanent type of matrix than that developed in the 1950s and 1960s in the American aerospace industry and other types of business activity.

There the matrix was more supplementary, less fundamental: it was temporary, not permanent; it was related to ad hoc problem solving, rather than to basic development; it was dynamic not static.

One can foresee an application in large scale academic institutions in higher education of a matrix more in keeping with that which has been developed in American business.

This would be a type of project management, which would be temporary, expedient, problem-centred, based on peer groups on a collegial basis. It would never become an alternative to the departmental system, but an adjunct to it.

This form of matrix would identify those with leadership qualities, and help to break down departmental boundaries through the formation of project teams on a cross-department, cross-faculty basis.

Such a form of matrix would be in keeping with the spirit of academic communities, which should be based on a respect of expertise and personal authority. In providing evidence of the willingness of an institution to allow natural leadership to flourish, and ideas to be developed, it may provide avenues for enthusiasm and self-motivation to influence growth and creativity.

Institutions in the public sector, denied the full scope for financial incentives, must surely encourage this or any other form of effort,

where performance standards are essentially voluntary.

An academic institution may also be judged as the ideal type of environment in which the matrix should flourish. Peer relationships exist and can be utilized, rather than having to be created.

This interpretation of the matrix is perhaps a more modest one than that currently practised. It is less fundamental as an organizational change. It does not replace the departmental system. But equally it does not prevent or inhibit other organizational changes which, for other and appropriate reasons, are needed.

In the context of intense organizational change and pressures, a more limited, supportive form of matrix could be feasible and rewarding. It is an organizational development worthy of careful evaluation. It must now be measured, increasingly, in terms of its resource usage.

The more basic and permanent matrix must be compared with the departmental organization as to its resource usage, if it seeks to be an alternative to it. The more adaptive and extempore matrix forms need to be evaluated just as vigorously, but by different criteria.

The author is head of the department of management studies at Liverpool Polytechnic.

Fits and starts in the hunt for the invisible woman

Zoe Fairbairns assesses women's studies in the United Kingdom

Most women know what it is to feel invisible, if only because they have set in a predominantly-male meeting and been addressed as "Gentlemen", or filled in a tax return asking them for details of their wives.

The assumption that all persons are male unless otherwise stated however, is not restricted to thoughtless etiquette or bureaucracy. Scholarship, sometimes at the highest levels, has built into itself a male bias, all the stronger for being unconscious; and women are often only studied as a detail, a special case, a mutation, or a joke.

Take history, for instance. In 1825 the British married woman's legal status was little better than that of a slave; now, only 150 years later, it is about to become illegal to discriminate against her. "Specialist" books on the subject, but many "general" textbooks simply ignore it. The *Oxford History of England* series, for instance, manages index references for "Castles, children and Jews but none for Women's History".

It provides references for "Charism and Fanaticism but none for feminism"; Ashley, Cobbe and Engels but none for Caroline Norton, Millicent Fawcett, Elizabeth Blackwell, or the Pankhursts. A recent book on 300 years of change in women's position was well titled *Hidden From History*.

It does not just happen in history, of course—and it is not just in history that efforts are being made to rediscover the invisible woman. A pamphlet to be published in

October lists over 60 women's studies courses recently or currently running at colleges, universities and institutes throughout the United Kingdom, and shows that women's role and contributions are being examined and re-examined in a range of disciplines including sociology, literature, education, the arts, politics and anthropology.

Women's Studies in the UK has been compiled by Dr Oonagh Hartnett of the University of Wales Institute of Science and Technology, and Dr Margherita Rendell of the University of London Institute of Education.

The courses they describe range from large-scale interdisciplinary courses such as Women in Society organised at Cambridge with support from the University Women's Group, to sections of courses whose primary purpose may be different—for instance, a TV programme on *Women in Two World Wars* as part of an Open University course on War and Society.

At Essex University graduates studying for an MA in social history or society can take *History of women and the family* as an option. At Middlesex Polytechnic, complementary studies courses on women and culture, women and fiction and women and art have been held.

Text-time courses have also been offered for married women. In Ulster, Polytechnic, a course in opportunities for women began in October 1973, aiming "to stimulate and guide the mature women who would like to undertake further education, or return to active working life, but are unsure of how best to do so; or what path to take".

Heavy demand for this course led to the establishment of a two-year humanities course, time-tabled to suit the needs of women with young children at school.

Other courses have been more

limited and specific in aim. London University Extra-Mural Department held a weekend course for history tutors in Spring 1973, and a five-day course entitled *Working With Girls* was organised for social workers and teachers at Kennington College in South London in April 1975.

Traditional materials are often inadequate for the teaching of women's studies, and this is both a problem and a challenge.

At Westminster College of Education, Oxford, where third-year students can take a course in the family and society in England 1800-1960, the absence of suitable textbooks has given them the chance of confronting old material in new ways and contributing personally to solutions of historical problems.

The course tutor, however, warns of danger in this approach, particularly of unfounded speculation: "At first students get carried away by material which seems to relate

fairly closely to their own experience. "If this sort of course is to retain academic respectability, speculation has to be constantly challenged by critical reference to sources. At the same time, it is useful for students to learn how to use their own experience in the light of other evidence."

But however inadequate existing sources may be for some courses, readings lists from individual courses have uncovered a large amount of material. *Women's Studies* in the UK has culled these individual lists into a list of over 500 titles, classified under 30 subject headings.

This list should be useful to libraries wanting to complete their stock of books on women, as well as to experts and students.

For women's studies to develop, research is needed—and a group of women, many involved in the teaching of women's studies, have now established a Women's Research and Resources Centre in London.

The centre is primarily an information exchange; it has on file the names of around 500 people doing research on women, and puts people with similar interests in touch with each other.

Enquiries range from an O level student wanting to know what to read on the suffragettes to a lecturer wanting someone to co-author a book with her, and a researcher from a conservation group wanting information on how wives' employment affects family consumption.

The research centre is also building up a reference library, and organizes a series of fortnightly seminars at which researchers can give papers and discuss their work. The autumn programme includes "Shakespeare and the Nature of Women", "Women, Crafts and Art

History" and "A Feminist Critique of Library Classification Practices". The last of these is not as esoteric as it may sound; when one considers the extent to which attitudes are reflected in the arrangement of Dewey, still in use in many libraries, classified "women in history" among "social problems caused by economic maladjustment", while "women's position in society" appears among "social customs", between "etiquette" and "kypsis".

It is arguable that a women's studies course is in itself discriminatory and counter-productive; discriminatory in that it puts special emphasis on women, counter-productive in that it perpetuates the idea that women are a separate category and need specialist study.

Although it is interesting to note how often these objections come from people who have thought nothing of teaching male-oriented material for years, they have some validity.

But scholarship has so neglected women that some positive discrimination is necessary; often women's studies only appear discriminatory or political because of the contrast and scholarship, where politics are so central, are deep-rooted that they do not appear to be politics at all. Perhaps an ultimate aim of women's studies should be to make them become redundant; and in a perfect world, where scholarship and information were not controlled by one group whose point of view is then used to define and value the importance of other groups, women's studies will wither.

Women's Studies in the UK can be published in October, and is offered from Dr M. Rendell, 71 Clifton Hill, London NW8, price 60p. The Women's Research and Resources Centre is at 130 North Gower Street, London NW1.

The author is editor of *Women's Studies* in the UK and a member of the Women's Research and Resources Centre.



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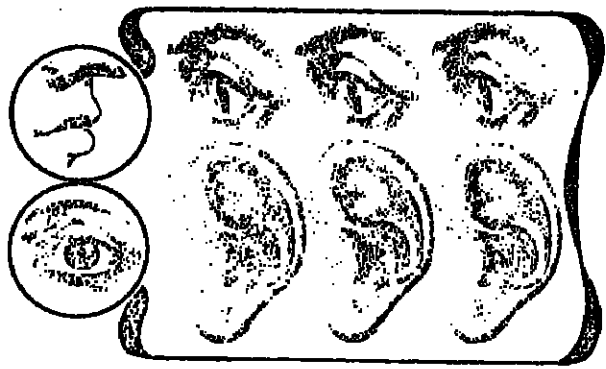
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Doubting lecturers are being converted to the belief that teaching can be learnt

Many lecturers do not like to be told how to teach, but some of them need to feel that someone is interested in their problems and is prepared to give them support.

This need is likely to be fulfilled next month when Southampton University's new department of teaching media (formerly the teaching media centre) in the new faculty of educational studies launches remedial, diagnostic and advisory clinics as part of a development in academic staff training designed to help lecturers with their teaching.

"Clinics are a planned approach to problems," says Mr W. J. Allen, director, and Mr Colin Coles, assistant director, of the former centre. "It means that we are available to lecturers who want to discuss their teaching problems."

"Clinical" activities will include closed-circuit television recordings of lecturers and small group teaching, analysis of teaching materials and discussion of course planning decisions.

Other activities planned are the training of new lecturers, workshops comprising induction courses held termly, and the production of bulletins containing reports on research and innovation in higher education—the first is already out—and the development of research programmes, for example, on the admission of students, interviewing techniques, expectations and progress.

This development is in line with recommendations made this spring by the chairman of the Co-ordinating Committee for the Training of University Teachers to vice-chancellors that adequate funds for the development of academic staff training should be available, especially in view of the agreement reached between the University Authorities Panel and the Association of University Teachers requiring universities to provide adequate training for lecturers during their probationary period.

To carry out these activities in full, the department will need an additional four full-time lecturers and four research assistants or fellows by the end of the next quinquennium. At the moment, it has a staff of 27-29.

So far the centre has provided advisory information, production and equipment services to all the teaching in the university and the Wessex Regional Health Authority. This new development is a realisation of their philosophy, which has always been that academic staff training and curriculum development cannot be separated from media production and technical support services.

The centre has concentrated on trying to interest lecturers in looking at their methods via a consideration of audio-visual media. However, this is not always an easy job.

"We are still at the evangelising stage and often have to bend over backwards" to produce results quickly in order to convince lecturers that we can achieve what we claim," Mr Allen pointed out. Some lecturers are only interested in research and feel that audio-visual aids are just rubbish, others are only interested in the media and cannot integrate it with teaching.

Another reason why the department of teaching media has so successfully managed the integration of teaching media and media production is because of the initial "small beginnings" within the department and institute of education concentrating on the development of hardware and then software.

when the existing workshop, owing to growing interest and increasing demand, was expanded and set up with basic equipment such as a language laboratory, "still" projection equipment and a portable 16mm projector; a part time technical demonstrator was appointed to run practical demonstrations on the operation of the hardware and the preparation of audio-visual materials for the institute's courses.

By 1972 the centre was providing services for the whole of the university, including four teaching hospitals and pre-clinical science departments and had gained an additional lecturer to cope with the increasing demand of the medical school and additional technical staff.

As a result, it became established as an autonomous service unit within the faculty of education, with a director, formerly the senior lecturer in charge, responsible to both the university teaching media committee and to the head and school of education.

Almost two-thirds of the total workload is medical in nature because of the centre's heavy commitment to the medical school, to whom they owe much for their development, and, to the National Health Service: the centre took over in 1973 the Wessex Regional Hospital Board's centre for medical illustration, which provided very similar services for NHS colleagues who were employed in teaching of any kind.

"One of the advantages of this link with the NHS has been our ability to spend more money on equipment than otherwise; this is made valid because of the number of people we deal with," Mr Coles said. The department is funded both by the university and the NHS, whose contribution represents approximately 60 per cent of the budget.

Because of the merger, half the centre staff moved to a new purpose-built production area which became available in that part of the medical school which is based at Southampton General Hospital. To avoid duplication of equipment and personnel, it was decided to carry out all "still" photography and graphics at the hospital while the film and maintenance sections remained on the main site. But some provision for television and tape slide production was found necessary on both sites.

Among other advantages the merger has meant that a 24-hour photographic service is available to lecturers in clinical medicine and at hospitals in the district. In a recent survey carried out by the centre at approximately 300 jobs are undertaken totalling about 2,500 slides and 600 prints.

Although the centre has always been ready to offer its services, its policy is to encourage individual lecturers to develop their own media work. "We try and encourage both the university and NHS departments to be self-sufficient in the use of simple items," both Mr Allen and Mr Coles said. "We offer to train lecturers and give advice where necessary, but we let them set up the basic equipment and the other hand, we are always ready to help with the production of sophisticated material."

If this philosophy of self-sufficiency is carried through to the third stage of the department's development there is little doubt that it will be welcome even by those lecturers who don't believe that teaching can be taught.

Patricia Santinelli

Like bandaging a broken arm when the patient's spine is shot away

"I came to this course expecting, not a psychological cure, not a quasi-religious conversion, nor a socio-political brainwashing but some practical assistance with teaching problems." So wrote a disenchanted young lecturer at the end of a week's course on university teaching methods.

What had we done to earn that flea in our ears? No more than insist that the art of teaching could not be acquired by following a few rules of thumb or by mugging up on the psychology of learning. When asked "How do I do it?", we had replied: "It doesn't matter how you do it, so long as you do it well." Frustration.

"There are one or two things you can tell me in five minutes which will improve my teaching."

"Probably that is true and we will talk about them later, but we don't think that is the best way of helping you either to judge for yourself how good your teaching is going or to be good at thinking up what to do about it, when it's not." Resentment.

"O.K. so what is good teaching?" Silence from the tutor.

In essence this kind of exchange is very common on courses for teachers in higher education. Thankfully it is only a minority who feel so alienated and very few who actually remain these feelings after a course. Nonetheless it is a nightmare for the course tutor who is trying to negotiate an intellectual maze under emotional stress. There are so many hares put up by this type of exchange, all worth pursuing, several it is vital to bag if aggression or hostility from the participants is to be avoided. But it is difficult to choose the next steps.

Is it best to get "the one or two things you can tell them" out of the way early on? Progress can be made on that line, a sense of achievement achieved. There certainly are useful points to be made. But what if the tutor believes that

the learner-lecturer has misdiagnosed his or her own learning need? Usually newly appointed lecturers are desperately anxious about how they are going to perform in front of the class—and are eager to learn how they look and whether they can be heard. But once they get used to being up front, most people are adequate public speakers if they take care.

However, few have a facility for analysing their courses from their students' point of view and monitoring developments. Also quite a few new lecturers think of a course as a list of subjects and not what it is. They hope their students will learn. Concentrating on a few teaching tips in that situation is like bandaging the patient's broken arm when his spine is all shot away.

But how much should you attempt in a week? On what basis do you decide between doing something limited with a fair chance of success, or trying something much more worthwhile but which is difficult to pull off? The tutor can or may be wrong. What are his responsibilities towards his learner-colleagues: to help them along the path they choose, or chance his arm that they will like his path better if only he can reveal it to them?

Then there are the classroom power games. The tutor depicted in the opening paragraph is playing the mandarin. Not only is he willing to bet that he knows what is good for his colleague better than the colleague himself, but he is not trying to tell him what it is; he is trying to work it out for himself. The learner it begins to look like the old "guess what's in my head" technique.

However, the alternative, which is for the tutor to admit that he does not know better than the learner, can also invite an anxious response (help!) or annoyance ("What and doing wasting my time with you?"). The most intellectually honest and, you might think, the most stimu-

lating answer to the challenge, "O.K. what is good teaching?" might be "I don't know." At last, a question we can discuss and find an answer to ourselves.

But the shock of stumbling over a real question, one for which the tutor does not have the answer, can be enormous sometimes—even to academics. The opening quotation which is real, was from just such a shocked person. Abdicating classroom power is not, it seems, always benevolent.

Asking for teaching tips can be a move in a power game from a course participant. The tutor who accepts the assertion from a participant that his business is to give answers may soon find that the special circumstances of the participant's course or subject quite invalidate the usefulness of every suggestion he has to make. A successful rebuttal is not, you see, the answer in my subject are none of your business."

All that, and much more, from a five-line exchange. But in a course for lecturers the situation is compounded by the tutor often trying to point up attitudes and behaviour in the participants which they themselves do not like in their own students. Occasionally the participants are reviewing the tutor's teaching method comparing it with what he has to say about teaching method. The potential for frayed nerves all round is immense.

In reality the emotional dangers are usually avoided and most teaching staff enjoy courses. But when, as occasionally happens, a course is condemned not only roundly but passionately, another intellectual dilemma is set. Does the tutor have the competence to take the course, or should he involve not taking it at face value?

David Piper

The author is head of the University Teaching Methods Unit of the University of London's Institute of Education.

A time when spoon-feeding pays

The first three weeks as a student sets the pattern of behaviour for the remaining years. For almost as long as most students can remember, their lives have been dominated by two social worlds: home and school. Both were more or less regulated by authorities who made certain demands and who gave a degree of security. Within the space of a few weeks students are separated from both. The change is not usually traumatic but it is sudden.

The student enters new social environments to which adjustments must be made. In many cases these adjustments consist of conscious decisions by the student on how to organise himself. Relatively few are imposed by the new authorities. Should he live in lodgings or share a flat? Should he go home at weekends? Will he get up in time for breakfast? When should he study? Will he go to lectures?

Most of these are personal decisions. They have been the subject of investigations and university authorities have some information on them. They know where most students are living. Warden's halls of residence have some idea of how many go away at the weekend, and some go home, some go to see their girlfriends and others become tourists.

They even know the weekly pattern of meals consumed. Librarians know that fewer students use the library on Monday mornings and Friday afternoons than on Tuesdays and Thursdays. One investigation showed that students at university work less at the weekend and sixth formers, and many departments keep records of lecture attendance. What requires more understanding are the decisions which are less overt and less conscious. They are the small decisions, but ones taken so freely that they become habit-forming very early in the student's course. Scant attention is paid to these.

For example new motives, new friendships and new patterns of work are established. When at school a pupil's major goal was to get to college. Having arrived, there is a period when his motivational vacuum is filled. When school-leavers have gone their separate ways, chance friendships in



In the new environment the first 21 days are very important.

Most of all, the student takes habit-forming decisions to adjust to a new academic experience. The methods and styles of teaching in higher education are different from those experienced at school. Their aims are sometimes very different. There is a need for new study techniques; too, but because it is less evident, these changes are often not made. It is an old cliché, but students need to learn how to learn from lectures, seminars and books. This is the stage at which compromise is necessary. "Spoon-feeding" is a pejorative term; to advocate spoon-feeding of a kind is a necessary stage between bottle feeds and complete independence.

Lecturers sometimes complain that students expect such a ready-made package which have been neatly packaged and then diluted for easy consumption and regurgitation. But it should be remembered

that the methods of marking O and A level examinations, the size of their syllabi, and competition for university places have, over the years, created pressures upon school teachers which have been difficult to resist.

What the spoon-feeding should consist of will no doubt vary with the subject. That is one reason why it is the teacher who must give it. It is the transition from fact-giving to thinking that many students find difficult.

Even postgraduates need to be trained to get the guts out of an article or book without reading from the first to the last page. Many have never been taught how to use a library. Too few have been taught to write down questions and their conceptions of answers during lectures, rather than the exclusive recording of information.

As part of the new study techniques, a different lecturing style with the organisation clearly stated at the beginning, points itemized, short sentences and slow emphasis of important points. Owing to their uneven background, not only follow-up, but preparatory reading is essential. It should not be beneath our dignity to recommend *Scientific American*, the "Teach Yourself" series or other simple texts which may be helpful to those who need help to acquire the language of a subject.

I find I need to make my aims and expectations explicit, not once, but every time a class meets in October and November. This is partly because subjects differ in their aims and these do not always become clear to the student as he learns more about the particular subject. A lecturer may cherish the hope that students will remember the content of his lectures delivered in October for the examinations in May. Of course they do not without revision. Several hundred other students intervene. What is important in October is teaching how to learn. If that is spoon-feeding, I am in favour of it.

Donald Bligh

Donald Bligh is author of a new book *Teaching Students and the Tutor of Teaching Services in the University of Exeter* from which copies may be obtained, price £2.50.



And coming soon to your local campus...

A familiar excuse made by potential users for not using audio-visual media is that there is nothing suitable in their subject area and that audio films have dreadful commentaries.

This may be justifiable in so far as a number of films with an excellent visual element have commentaries which would make an intelligent undergraduate writhe, but is there anything to prevent the teacher turning down the sound and providing his own commentary?

Besides, there are now films being specifically made for degree-level teaching and one of the functions of the British Universities Film Council is to provide teachers with information about these and where to obtain them. The council also makes this type of material available through its Higher Education Film Library (HEFL) which contains 325 titles.

HEFL provides an outlet for visual materials recommended for use at university level and not easily available from other sources. They have been produced abroad or by research and teaching materials produced in institutions of higher education not accessible to teachers elsewhere.

Biology is one of the areas where the use of film is most widespread as so many of the processes studied are essentially dynamic. Two sources of excellent visual material are the Developmental Biology Film Program from America and the Institute for Scientific Film in Göttingen. Many are short, without commentary, and deal with a single concept; it is worth noting that they can easily be integrated into a lecture or laboratory demonstration. For example, time-lapse filming means that the flight of a hummingbird can be slowed down for detailed analysis.

Films made in British universities often deserve a wider audience than that provided by their originating institution. A short instructional film on a chemical technique made at the University of Southampton is at Leeds University on the excavation of the moat of a medieval castle. The department of psychology at the University of Bristol has undertaken two expeditions to Ethiopia to study the Gelada baboon and the Barbary ape, and films of both expeditions are now available.

HEFL also makes available for hire historical archive material. The University Historical Film Committee has acted as a recommending agency for films held, for example in the National Film Archive and with the consent of copyright holders, it has been possible to copy some films and put them into distribution. Two short films made by Ivor Montagu during the Spanish Civil War are distributed on tape.

A compilation of archive film from the family collection of the Marquess of Linlithgow showing scenes of the second Marquess of Victoria in India has just been completed and will be put into the library when accompanying notes have been prepared. This particular service is likely to expand if there is sufficient demand.

Films are acquired on written recommendations and the council welcomes suggestions for further acquisitions. It is hoped that the library will, in due course, embrace any format of audio-visual material that certain titles will shortly be available for sale in video cassette form.

Elizabeth Oliver

Elizabeth Oliver is assistant director of the British Universities Film Council. Catalogue available from BUFC, Royal College, 72 Dean Street, London W1V 6BB, 25p.

The silver screen shouldn't just dazzle

The teaching media centre (now the department of teaching media) of the University of Southampton with funds from the University Grants Committee recently produced in collaboration with the University of Exeter and Reading a package of material designed to demonstrate the use of film and stimulate discussion on the subject. The package consists of a handbook, a number of subject based films and a compilation film, *A bit of an extra*.

At the risk of over-simplification, one could define the use of film as falling into two categories. First we have the representation of information as seen by a camera.

Secondly, we use film as a means of interpretation, which by the juxtaposition of different images conveys a point of view or an event. In the first case the film is a factual record; in the second case we are very conscious of its emotional impact.

The compilation film offers several demonstrations of re-presentation which one views with a profound feeling of despair. This is not because the demonstrations are invalid or irrelevant but because it is apparently still necessary, almost years after the cinécamer was invented as a recording device, to make a film which demonstrates this use.

The reluctance to use film in teaching must surely stem from more profound reasons than those of cost, convenience and equipment which are usually advanced. The benefit to students is so obvious that it is clear that it is really a different attitude to teaching which is behind this reluctance.

This can be felt slightly in the response of some teachers: "I don't altogether agree with plunging undergraduate audiences into total darkness. They can't take notes—you don't see the response of the audience."

This raises two questions: first, is it necessary for students to take notes through every minute of a lecture and, if so, is the lecture the best way to communicate that kind of information? Secondly, does the lecturer need to see the response of the students all the time?

One appeals the lecturer who wants to identify student responses



Some university-made film subjects: Spanish Civil War, archaeology Barbary apes.

but is it not going too far never to feel one can darken the theatre and show a film? Is the lecturer not in danger of monitoring student response too closely?

This kind of comment shows that films are not only emotive in relation to their content but also in the reaction they evoke to their use. This is their strength and their weakness. It is present to some extent in the re-presentation of information but in the interpretative role the emotive aspect is paramount.

Films are selective, they distort, they generalize and are superficial, and the concern this causes in university teaching cannot and should not be lightly ignored. The basis of university teaching is the precision in argument derived from the exact use of words. The whole academic tradition is word based and should continue to be so but it is time we recognized, some 45 years after its enunciation that Bohr's Principle of Complementarity applies, as he himself foresaw, not only to atomic physics but in many other disciplines.

It is necessary in many, if not all fields of knowledge to have complementary information which may, as in the case of physics, be contradictory. We need more than just words, which specify our knowledge; we need also to know the background against which we interpret those words.

Pictures are especially suited to provide the background which is individually in stills or by juxtaposition in film. Many universities now use film in this way but when they do so they tend to use films at length. It is impossible to use extracts

of films without the greatest possible care in their selection and their introduction. It is unfortunate that by their very nature, *A bit of an extra*, was able to include only short sequences from films designed to involve students. These brief extracts are only likely to confirm the anxieties some teachers have about the emotive effect of films.

The Belsen shots are particularly susceptible to this argument. The handbook records that there was an argument that raged for many weeks over the inclusion of this particular film. The disagreement was not, however, about whether it was useful in university teaching but about whether it was right to include such a harrowing sequence in a compilation film.

Emotionally they seem almost to have taken the point that the sequence would raise emotions but intellectually appear to have missed the point as to whether this kind of emotion is valid in teaching. Surely we do not want the voyeuristic type of emotion generated by shots of victims throwing bodies into a pit. We are horrified but none the wiser.

If we are studying concentration camps, perhaps as an aspect of history, it would seem to be essential for us to try and have some feeling for them. If this is generated, as the handbook suggests, by a short film extract which "can be more easily integrated into a lecture than complete films", we may find we have generated short, pithy responses to subjects which require a considered response.

It could surely be argued that one of the purposes of a university education is to train students to

consider dispassionately and at leisure something that was an emotional experience, at least in the sense that they were involved.

The handbook discusses the production of films in universities and makes sensible proposals for the encouragement of joint ventures to spread costs. However, again little is made of the interpretative role of production.

The book refers to the "clash of interest between filmmaker and teacher" almost as though this was undesirable. In fact the distinction between the two approaches should be a creative factor. The need to conceive his expression in a different form represents a challenge to the teacher which the film director should help him resolve.

It is certain that if a teacher decides to use film, as a simple presentation, as a substitute for the process or as something he makes, his awareness of his subject should be enhanced. This will also be true of the student who sees the film. Neither this compilation film nor the handbook seem to emphasize this although it is probably the most significant result of using films in teaching. They do not just add information or explain a difficult point in teaching; they are a different form of presentation and their most important role may well be to help us understand the education we are in process of giving and receiving.

Bernard Chibnall

The author is director of the Media Service Unit of the University of Sussex Library and part author of the *SSRC Report The Use of Film in University Teaching* (University of Sussex 1974).

Problem lies in finding suitable material

Mike Graham writes the fourth article in our series "The Active Student"

Viewing a recording of an event has certain advantages over seeing it live, because when two people watch the same situation they may see it completely differently. To bring out and compare perceptions and the assumptions underlying them is part of the tutor's job in professional, as in many other, courses.

If the object of the exercise is to provide material which can be used as a basis for discussion, a common experience, that the camera and director can do a useful service in focusing our attention on specific points. Moreover, if we want to see an "action-replay" the profile of a videotape recording enables us to do so (VTRs with pause and "slow-motion" facilities have an obvious advantage over a film projector in this respect).

Films about teaching methods, produced before the late 1960s, usually contained a hidden "message" which had been buried very badly. They were made in an instructional style in which the merits of a particular teaching technique were outlined and the viewer encouraged to accept it. To achieve their aim of changing students (or teachers') behaviours, these productions portrayed an educational scene in which all was sweetness and light.

As a result brilliant teachers highlighted their own off as jokes, while student teachers just back from teaching practice at a Back Street Secondary Modern became disillusioned and gave up, gracefully, to become second class teachers.

The influence of television documentaries about schools, amongst other factors, forced producers to think again, but by this time teacher-trainers had found an alternative source of audio-visual

material. They could make their own "home-made" films, using a videotape recorder.

First attempts were often at best as boring as the films had been, but for different reasons. Untrained camera crews were fine handling one lecturer in a monologue, but classroom scenes were disastrous. "Toy television", as it was called by its critics, developed a poor image for these reasons. However, more BBC/ITV-trained staff moved into education and a few institutions (universities with the aid of the National Educational Closed Circuit Television Association), managed to strike the difficult balance between technical acceptability and educational validity.

Even an appeal by the Science Teacher Education Project in 1970 for videotapes or films which could be incorporated into a resources bank did not yield enough tapes which possessed these two criteria. We had to produce our own set of purpose-made videotapes with the help of participating universities and colleges.

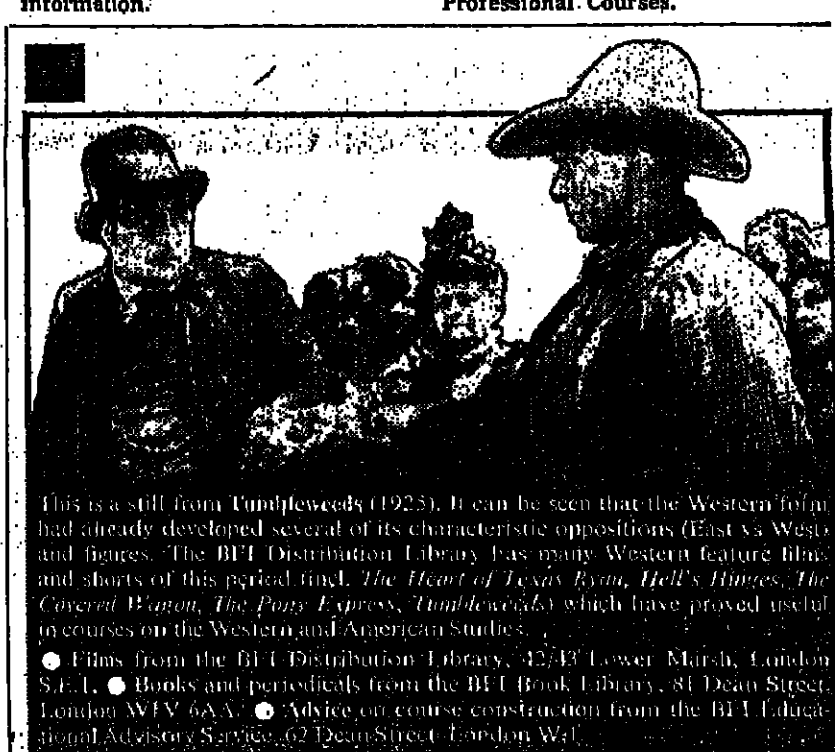
The potential user of film or videotape is therefore faced with a difficult task in trying to locate and select suitable material. Film Libraries which distribute films free of hire charge do not usually give sufficient information on which to make a reasoned appraisal of value. We hope that our collection of film and videotapes (*Film Review*, McGraw-Hill, 1974), which gives appraisals by tutors who have used a film, will prove a useful reference for tutors wishing to find a film about teaching methods.

Videotapes are not often seen outside the institution where they were made, although institutions using micro-teaching techniques do of course accumulate stocks of relevant material, not intended for circulation on it—perhaps with the aid of a checklist or observation record sheet. Tapes used in this way have to be short, and if possible split up into parts which can be viewed with a break in between, so that the viewer does not become "saturated" with information.

The tutor need not attend these viewing sessions, but it is important that he should be around later to discuss their interpretations or to chair discussion sessions.

Looking to the future one can see that much more audio-visual material of good technical quality depicting "real" teaching is required but 16mm film is too expensive to produce. The new Film Library for Teacher Education potentially offers an alternative, but it is mainly "off-the-shelf" resources which are required, so it is towards the videotape and television that we must look.

The author is resources officer for the Science Department for use in Professional Courses.



This is a still from *Unimplywoods* (1973). It can be seen that the Western film has already developed several of its characteristic oppositions (East vs. West and Nature vs. Culture). The BFI Distribution Library has many Western feature films and shorts of this period (e.g. *The Heart of Texas* from *Hill's Horses*, *The Covered Wagon*, *The Pony Express*, *Unimplywoods*) which have proved useful in courses on the Western and American Studies.

● Films from the BFI Distribution Library, 42/43 Lower Marsh, London SE1. ● Books and periodicals from the BFI Book Library, 31 Dean Street, London W1V 6AA. ● Advice on course construction from the BFI Educational Advisory Service, 62 Dean Street, London W1.

American news

New York colleges face shutdown

from Thomas Cahill

NEW YORK

Everyone concerned with the management of the City University of New York accepts that its new budget is insufficient to meet its commitments for the coming academic year. There is, however, wide disagreement as to what to do about it.

Recently Mayor Abe Beame reduced the budget to \$535m—or 20 per cent less than he had earlier said was essential for the university. Mr Ewald Nyquist, New York State Education Commissioner, then proposed that the university abandon its century-old tradition of free education for underprivileged students who are New York City residents and begin to require a tuition charge of \$650 a year for freshmen and sophomores and \$800 for juniors and seniors—the rates charged by colleges of the State University. (THESE, September 19)

Now, Dr Robert Kibbee, the university's chancellor, has revealed that he hopes to meet the financial crisis by merging some of the institutions of the City University. At present there are 10 senior colleges, eight two-year community colleges, a graduate centre, and a connection with the Mt Sinai School of Medicine. Altogether, 275,000 students are served.

Dr Kibbee said that the possibility of a merger of institutions—or, more plainly, closing colleges—was being explored by a special task force.

The chancellor obviously hopes that this show of willingness to consider radical surgery on the City University will bring forth additional money from the state legislature.

Under present legislation CUNY is ineligible for large amounts of the state's education funds because of the state's requirement that a student be charged at least \$200 a year in order to qualify for tuition fee assistance.

CUNY, having no formal tuition fee, charges only \$55 per semester



New York teachers protesting against school cuts earlier this month; now higher education will also be hit.

as a general fee in senior colleges and \$30 per semester in its two-year community colleges.

Fees for graduate courses are considerably higher, with doctoral candidates who are city residents paying \$750 per semester and non-residents paying as much as \$1,000. Even the graduate fees, however, are relatively cheap for the country as a whole.

Among the members of the Board of Higher Education, which has the power to introduce tuition fees at CUNY, none has been found to favour Commissioner Nyquist's proposal.

One board member, however, has proposed that new limitations be placed upon CUNY's controversial "Open Admissions" policy, as stipulated by the board in 1969, which opened the university to all New

York City high-school graduates, regardless of academic records.

The member recommends "some minimum standard for admission—literally, reading, writing and spelling." She also wants a much more stringent weeding out of unsatisfactory students.

Commissioner Nyquist is strongly opposed to any reversal of the "Open Admissions" policy, claiming that its only effect would be to deny equal educational opportunity to New York's poor minorities.

It is a mark of the obviously desperate plight of New York City that in a place where educational expansion has always relied on municipal largesse—no one is even suggesting, let alone demanding, as would be more usual, that the city make the cuts that it has made in the university's budget.

Many innovative courses come 'perilously close to fraud'

from our correspondent

STANFORD

Some American higher education institutions were running "perilously close to fraud" in new course programmes designed to attract students and to overcome financial difficulties, a meeting of Japanese university administrators at Stanford University, California, has been told.

"The frenzied search for funds and students needed to preserve the 'old' leads many institutions into ill-advised endeavours and into practices which are questionable at least," said Professor Lewis Mayhew, professor of education at Stanford.

He was addressing 44 Japanese university administrators from 26 private universities who were in the United States on a tour organized by the Japanese Universities Union of Japan to study higher education developments and trends.

Professor Mayhew said that American institutions had been forced to "identify and compete for new markets". Admission campaigns had been intensified and "cadres of recruiters" were sent

into areas already well served by existing institutions. Community colleges had more education programmes, liberal arts colleges had created law schools, and "almost like a broker," the agencies throughout the country offered educational services.

"The quest for new clientele led to some interesting new programmes which, judged by conventional standards of educational quality, appear quite valid, but have also led to programmes which come perilously close to fraud," said Mayhew.

One institution, by assigning a great deal of academic credit to life experience, offered a bachelor's degree in one year. It also offered a master's degree in one year and, with another institution, offered a doctorate for individuals who had completed a master's degree and a certain work experience.

In 1973 alone, Professor Mayhew said, some 45 new law schools were created, the majority of which offered work in the evening or through independent study, and coupled with life experience, schools enabled full-time workers to obtain a law degree in four years.

Liberal arts programmes stressing job relevancy

from Frances Hill

NEW YORK

The place of "occupation-oriented" courses in liberal education has become one of the liveliest issues in higher education, giving rise to a stream of publications, of which the most recent is the Carnegie Commission's *The Useful Arts and the Liberal Tradition*.

State universities, although cushioned to a certain extent against economic pressures by guaranteed public funding, have been as active as private ones in making moves towards "career-oriented" programmes within liberal education.

These universities attract the sort of students—first-generation, working-class and often older than the norm—who are most concerned about their future career prospects.

State governments, too, reacting to the resulting increase in student demand for job-oriented courses, have been putting their own pressure on state-run universities. It has, in fact, been within the state universities that some of the most radical innovations in favour of increased vocationalism in liberal education have been introduced.

But by far the most extensively used type of career-oriented programme in higher education is "cooperative education". This provides students with a period of work experience outside the institution in a field appropriate to their academic subjects.

Cooperative education has increased dramatically in the past few years. In 1973 370 universities and colleges had work experience programmes, the number is now 536, and more probably between 600 and 700.

One of the reasons for cooperative education's gain in popularity is that it has received large-scale federal funding. Over 300 institutions have received grants totalling \$10.8m to fund work experience programmes, with each institution receiving an average grant of about \$30,000 a year for three years.

Work experience "calendar" differ from one institution to another, but for the most part students study within their institutions for three or four semesters, then work in industry, social work agencies, hospitals or elsewhere for a year or less.

Many institutions grant "credit" to students for their periods of work, but faculty resistance has prevented this from becoming a universal practice. In some institutions cooperative education programmes have withered and died as a result of departmental refusal to grant work experience credits. At present 70 per cent of students in cooperative education receive credits for work.

major and give them an associated degree as well as a BA.

Most four-year institutions, however, are taking more tentative steps towards career education within liberal arts. Seven large universities—New York University and Columbia among them—have created a new system of private ones, and the university system of California among them, have formally stated their greater emphasis on career education, but are groping towards the means by which those goals will be achieved.

A few universities, such as Brandeis, a prestigious private institution, have already introduced courses in "economics of health" or "economics of health" course have been developed this year as part of Brandeis's health studies programme, covering "policy problems in the health field" as well as the material of practical usefulness to potential health care administrators and other medical professionals.

Several institutions have launched "competency learning" programmes to give students specific skills likely to prove useful in future careers. These programmes are intended to train them for particular jobs.

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Cooperative education has increased dramatically in the past few years. In 1973 370 universities and colleges had work experience programmes, the number is now 536, and more probably between 600 and 700.

One of the reasons for cooperative education's gain in popularity is that it has received large-scale federal funding. Over 300 institutions have received grants totalling \$10.8m to fund work experience programmes, with each institution receiving an average grant of about \$30,000 a year for three years.

Work experience "calendar" differ from one institution to another, but for the most part students study within their institutions for three or four semesters, then work in industry, social work agencies, hospitals or elsewhere for a year or less.

Many institutions grant "credit" to students for their periods of work, but faculty resistance has prevented this from becoming a universal practice. In some institutions cooperative education programmes have withered and died as a result of departmental refusal to grant work experience credits. At present 70 per cent of students in cooperative education receive credits for work.

West Germany

Clampdown on overseas entrants

by Günther Kloss

Foreign students from countries outside the EEC will find it more difficult to get a place at a West German university under new conditions for admission drawn up by the government.

The new requirements will be additional to those already enforced by individual universities (relating to basic entrance qualifications and competence in the German language) and will supplement the restrictions imposed by the admissions procedure of the Central Admissions Office in Dortmund (8 per cent of all available places are reserved for foreigners).

It will now become obligatory for foreign students—again excluding EEC nationals—to obtain a visa from the German embassy in their home country. They will also have to show that they have enough money to finance their studies.

The government is clearly anxious to release university places blocked by foreign students who might never finish their course. Even more so, at a time of high unemployment, it wants to prevent many failed foreign students from competing with Germans for jobs.

In addition, overseas students will now be permitted to stay for only one year after having obtained their degrees to gain practical experience before returning to their home countries. This is said to be both in the interests of the Federal Republic and their country of origin. There are, for example, at present some 5,000 German-trained doctors from developing countries working in the Federal Republic.

The new regulations bring to an

end, what used to be one of the more liberal admissions policies among major European countries. American students (3,429 or 12.7 per cent of all foreign students in 1971/72) and particularly those from the United States (2,105) should not find it too difficult to overcome these new hurdles, however.

To prospective students from developing countries, on the other hand, and especially to the poorer ones among them, these new regulations might be a real obstacle. Among the 37,000 foreign students registered at German universities in 1971/72 (7.3 per cent of all registered students) 47.3 per cent were European, 1,906 or 7 per cent came from Africa, including 542 from Egypt, and 30 per cent from Asia, including 2,282 from Iran and 1,388 from Indonesia.

The new regulations bring to an

Sweden

Applications begin to pick up again

from Mike Duckenfield

STOCKHOLM

For the first time since the graduation unemployment crisis of the late 1960s and early 1970s an increasing number of Swedes have applied for university and college places this year.

Figures released by the Office of the Chancellor of the Universities show a 4.2 per cent increase in applications for places on courses with restricted entry beginning this autumn. Taking first choices of course only, there were 8,709 applicants competing for the 5,748 available places.

Strongest demand for these "restricted" courses, which account for roughly a quarter of the higher education system, was for medicine, veterinary science, dentistry, agriculture and pharmacy, all of which required average school marks above 4.17 on a one-to-five scale.

Despite the increased number of applicants, however, some courses, including several of the technical sciences, metallurgy and chemistry, still have empty places. Chemistry has been especially unpopular, and with only five places still unfilled, last-minute applications are being canvassed.

Although overall the tide appears to have been turned, there is still a long way to go before the number of prospective students approaches the peak of autumn 1969 when there were 14,000 first choice applicants for 6,151 places.

The autumn figures for the restricted faculties complete the change begun this spring when the number of students applying for places in the free faculties rose.

In Sweden, students can start their studies at the beginning of either of the two university terms, and this spring, while entrants to the restricted faculties dropped a further 7 per cent, those for the "free" faculties rose by 3 per cent.

The biggest improvement was for the humanities (up 13 per cent), social sciences (up 11 per cent), and natural sciences (up 5 per cent). Only law, down 2 per cent, showed a significant continued decrease.

Two additional trends this autumn have been the increasing number of four degrees designed to enhance employment prospects and courses admitting mature students.

In anticipation of the implementation of UG in two years' time, when mature students will be able to compete on equal terms with school leavers, eight more subjects have been opened to the over-24s with at least five years' work experience.

The additions, including economic history, statistics, commercial law and physics, bring the total of subjects open to mature students to 40.

The "package" of mature student entry has much to do with the downward trend of the number of students in admission numbers. In 1969, when the decline started, only 24.5 per cent of male and 13.3 per cent of women first-year students were over 24. Now at one university, Göteborg, they account for as many as one out of every five students in all years.

Holland

Budget proposals will mean halt to expansion

from Lynn George

AMSTERDAM

Higher education is to receive €538m from this year's €3,027m education and science budget. Although the figure represents a slight increase on last year the extra money largely reflects the soaring costs of maintaining existing commitments rather than the launching of any new ones. Indeed, the budget's tone as far as the universities are concerned is one of "make-do".

Apart from a €5.4m subsidy to wards the country's proposed eighth university in Limburg no extra capital is available for new university buildings this year. However, a grant of €1.7m has been made available for maintenance to existing buildings and apparatus.

University research will also feel the pinch. Only the Netherlands Organisation for the Advancement of Pure Research, one of the country's foremost establishments for sponsoring government research funds in the universities, collects an extra subsidy. This is a €820,000 increment to be used for research in the physical and natural sciences and to enable university work groups to participate in international activities.

A €10.7m a year government saving is made in the budget by subsidising for roughly nine universities hospitals although this is offset by pushing the nursing tariff up for patients by over €5 a day. An extra 415 personnel will strengthen university staff by 1.3 per cent

while the growth rate in students is expected to increase by 5 per cent.

Because of this and because of rising graduate unemployment and a 16 per cent increase on last year's university applications, a serious crisis is predicted for the future of higher education in the new budget year. One of the major tasks facing Dr Ger Klein, Higher Education Secretary, during the coming year is to work out a permanent admissions policy to replace the present system of quotas and a lottery.

A key policy memorandum to reform higher education studies will be announced in early 1976. In the future it is intended that a university education will no longer be exclusively for young school leavers but the labour market providing a closed shop of suitable highly paid jobs. Mature students, as well as those who wish to alternate work with study, will also be admitted.

Thus, to cater for mass participation in higher education at all age levels, the memorandum will be dispensing with the segregation between university and non-university higher vocational courses, under which the teacher training, art and commercial and technical colleges fall.

In the new structure students could move in any direction during their courses: universities and the higher educational institutes would work side by side instead of one being subordinate to the other. They would not be integrated but each sector would be reformed and offer a greater variety of courses.

India

Curricula to be more 'left'

from Sumanta Banerjee

NEW DELHI

The University Grants Commission has decided to refashion the curriculum of both undergraduate and postgraduate courses.

Panels in various university disciplines in the humanities and social sciences will meet in workshops between now and January at different university centres to suggest measures to upgrade and modernise the syllabuses so that they help students to play a more relevant role in the country's socio-economic development.

From the changes already being introduced in the curriculum, some courses, it seems that the refashioning will involve more emphasis on Marxism and Third World problems. This will be kept in keeping with Mrs Gandhi's present political stance.

In the BA Economics Honours course at Delhi University, for example, Marxist political economy will be introduced as a full course. Till now the general Marxist theory of social revolution was only one of the many topics in the paper on Economic Systems. In the political science course of the same university, Lenin's works on imperialism have been included as texts. In the history course, books on the Indian national movement written from a Marxist standpoint are being recommended to the students.

This does not mean, however, a complete switch-over to Marxism in the curriculum. The planners of the new curriculum are at pains to show that all that they want is to expose the students sufficiently to "rival schools of thought" in economy and political science.

The UGC panel on economics, in a paper that will be discussed at the workshops, says that the teaching of economics "should not serve the purpose of training students into apologists of status quo but make them vigorous, constructive critics of the existing socio-economic system".

It also argues that the "economic aspects of relevant problems like poverty, unemployment, inflation, etc. should be discussed so as to drive home the application of economic concepts and the idea of relevance".

One problem is that with education a state subject, the government may have difficulty in implementing the new curriculum all over the country. The existing universities, many headed by traditionalists, are thoroughly opposed to the introduction of the new curriculum in their affiliated colleges. The UGC has, therefore, urged the establishment of "autonomous colleges" aided by financial grants from the government. These will be free of control by the existing universities and hence more amenable to the new syllabuses.

France

Government prepares for major research decisions

from George Morgan

NICE

October is sure to be a crucial month for the future of French scientific research. With the seventh quinquennial plan due to begin in January, Ministerial officials and top scientists will be meeting—somewhat belatedly—to hammer out final details of government policy and anticipated expenditure for the next five years.

At the same time Inter-Ministerial meetings chaired by President Giscard d'Estaing will be discussing measures aimed at relieving the current crisis in research stemming from diminished resources and changing governmental priorities.

None of the major state-sponsored research bodies—responsible for more than half of France's non-military investigation—has escaped the effects of the retrenchment policy which has dominated the government's research effort over the past seven years. State funding of research in 1975 stood at only 70 per cent of the 1967 figure in real terms while the percentage of the GNP devoted to scientific development has slumped over the same period from 2.2 per cent to 1.5 per cent. The 1976 budget promises substantial increases in research spending, particularly for basic research, but it will do little to reverse the steady and deliberate downward trend.

Struck hard by successive austerity budgets has undoubtedly been university research. In France the national research bodies such as the Centre National de Recherche Scientifique (CNRS), the atomic research centre (CEA), or INSERM, the medical research body, employ full-time researchers who are generally quite distinct from university academics who must combine researching and teaching. A recent meeting of the Conference of University Presidents spelled out a warning for the future of university research which, it was felt, was suffering from competition from these bodies. With their concentration on non-applied research the universities had been neglected in research which was designed to encourage quicker and more tangible returns on research investment.

Financially, the figures tell their own story. In 1968 the recurrent grant for university research amounted to Fr86.8m (€9.5m). New research programmes accounted for Fr2.1m. By 1975 recurrent grants had moved upwards to Fr104m, a decline in real terms of more than 30 per cent. At the same time new programmes now amounted to a mere Fr18m.

Independently of the whims of successive governments and the fluctuating economic situation university research spending is also subject to variations in student intake. Up to this year the universities have been largely financed on a per capita basis with science and medicine receiving a higher proportion than other departments to cover the cost of laboratories and research equipment.

In the early 60s, with a growing student population and keen interest in science and technology subjects, the system favoured expanding research. More recently, however, disenchanted with science and the falling off of the population boom have led to stagnation in the number of students entering science faculties. In addition, the sixth quinquennial plan has failed to keep its promise of higher research investment—thus leaving many of France's science faculties with large research teams and empty coffers.

In an attempt to avoid closures of laboratories and the dismantling of research teams universities have

had recourse to two major expedients. The first involved close collaboration with the CNRS in one of its 210 laboratories sited on university campuses. Although this solution is generally acceptable to most university researchers, the drawback lies in the fact that the CNRS prefers to call on established research teams rather than younger postgraduate students.

The second solution involves research contracts with major industrial firms. At present, however, although an extreme example, claims to derive more than 75 per cent of its research budget from this source. Contract research, however, is less popular in university circles in view of the constraints it places upon the free development of research programmes. By starving the universities of guaranteed state resources, it is thought that the government is deliberately attempting to steer university research towards more "profitable" forms of investigation.

The problem in the universities is further aggravated by the plight of post-graduate researchers. State awards for third-cycle students are limited both in number and in value. In 1975 the maximum allowance was Fr6,000 a year and was available for only two years whereas third-cycle doctorates almost always require three years' full-time research. Recent grant increases have given priority to post-graduate students but universities will still have to draw heavily on their own resources to subsidise them. Meanwhile, many of the best brains prefer to go directly into industry.

To stop the rot, the Conference of University Presidents has called for a number of urgent measures. While pointing out the ability of the newly established scientific councils within every university to implement a coherent research policy, the presidents made a plea for more state aid, including higher grants for post-graduate workers. The alternative would be universities in which teaching was no longer backed up by original research or in which research was completely dominated by short-term industrial objectives.

One hopeful sign is that M. Jean-Pierre Soisson, Secretary of State for Universities, who also has overall responsibility for the CNRS, has introduced a number of reforms to allow a more efficient use of existing resources. These include the setting up of a Committee for the Coordination of Scientific Research (CCRS).

Composed of representatives from the CNRS, the universities and the *Délégation Fédérale Générale de Recherche Scientifique et Technique*, its purpose is to select and co-ordinate research programmes in the universities and CNRS laboratories while adapting them to regional and national requirements. A map of university research programmes is also being drawn up to avoid duplication and stimulate more cooperation between university laboratories and regional economic and industrial interests. Universities have been circulating, in particular, for details of the "research programmes" designed to tackle current problems will be given Ministerial approval.

Finally, a computer bank is to be set up giving details not only of research programmes but also of the annual allocation of resources by university councils to individual research teams. The financial autonomy so far enjoyed by universities is being offset by a battery of checks and balances to ensure the most appropriate and profitable use of state aid in line with the government's pragmatic thinking.

Modest rise for coming year

Government spending on research in 1976 will total Fr2,200m (€240m). Fr527m is earmarked for research proper and Fr2,674m for administrative costs. This represents an overall increase of 8.5 per cent over last year's total of Fr2,030m. In addition, Fr1,120m will be released for research before the end of the year as part of the government's boost for the economy.

Of the major research organisations, the CNRS has received a total Fr1,999m, an increase of 4.3 per cent. The refashioning plan will also provide Fr25m. The Centre

d'Etudes Atomiques will net Fr2,461m, an increase of 6.6 per cent. The medical research body INSERM will receive Fr319m, a 5 per cent rise.

University research has been awarded a total of Fr404.5m, up 3.3 per cent. The refashioning plan will add Fr13.6m.

Some 937 new jobs have been created, including 437 researchers and 500 technicians. Last year a total of 350 jobs were made available, including 156 research posts. The CNRS will create 40 new posts as compared with 210 jobs in 1975.

Medics fight 56% increases

Medical students at George Washington University in Washington, DC, are suing to block a rise in tuition charges from \$3,200 a year to \$5,000. The students argue that the increase of 56 per cent constitutes a breach of contract. The university catalogue states that the annual increase in tuition charges is estimated at \$200 and that "every effort will be made to keep tuition increases within these limits" though "an adjustment based on future economic data" may be necessary.

It is expected that a central issue in the case will be whether or not the catalogue may be taken as a written contract and, if so, what is required of the university by the contract.

George Washington University is a private institution but, unlike other private institutions that in recent years have received more and more state aid, GWU is stateless. GWU's home, the District of Columbia, is a "federal area" co-extensive with the nation's capital and until recently governed directly by Congress.

In 1970 Congress enacted the District of Columbia Medical-Dental

Manpower Act—supposedly making GWU eligible for \$5,000 a year per student support from federal sources.

GWU, however, never received the full amount, which was in any case about \$1,000 below the national average for assistance by the states to private medical schools. Some states pay a good deal more—Texas, for instance, provides more than \$17,000 per student to its private medical school.

In any case, all aid will terminate next year when the District of Columbia is granted "home rule" by Congress. The district government, in the midst of financial crisis, has already told GWU that it will not be able to help. Without a substantial endowment to fall back on, GWU has already warned its medical students that tuition fees by next year may reach as high as \$12,500 a year.

Georgetown University, also in Washington, DC, is experiencing almost identical difficulties. Its catalogue, however, was far less specific; and so its medical students, after investigating the matter, concluded that they did not have grounds to sue.

'Phone call' research attacked

American sociology had neglected the art of conflict and dissent, said Professor Lewis Coser in his presidential address to the 3,000-strong annual meeting of the American Sociological Association in San Francisco.

In an unusually forthright speech, Professor Coser himself contributed to social dissent by making some sharp criticisms of ethnomethodology, a sociological approach which seeks to provide detailed descriptions of social interaction from the perspectives held by the participants in the interaction.

"The analysis of ever more refined minutiae of reality construction," Professor Coser said, "is

simply brings to mind Dr Johnson's pregnant observation that 'you don't have to eat the whole ox in order to know that the meat is tough'."

Professor Coser was particularly sceptical of the value of research conducted by Professor Emmanuel Schlegel of the University of California at Los Angeles, who has spent the last several years studying the ways in which people begin and end telephone conversations.

Professor Schlegel denied that his work was trivial. "Biologists say we know a lot about how insects, birds and gorillas interact," he said, "why shouldn't we try to understand how people interact?"

More blacks go to college

The percentage of black youths going to college has continued to increase during the 1970s, while the percentage of college-bound whites has declined, the Census Bureau reports.

The percentage of 18-to-24-year-old blacks in college increased from 15 per cent in 1970 to 18 per cent in 1974, the bureau says. During the same period, the percentage of whites in college dropped from 27 per cent to 25 per cent.

The college-enrollment rate increased sharply for black males in the 18-to-24 age group from 16 per cent in 1970 to 20 per cent in 1974.

The proportion of black adults who had finished at least four years of college remained far smaller than the proportion of college-educated whites. Among persons 25 to 34 years old in 1974, about 8 per cent of the blacks had finished at least four years of college. That is much lower than the 27 per cent reported for whites of the same age, but it represents a substantial increase for the blacks—up from 6 per cent in 1970 and 4 per cent in 1960.

The Census Bureau says it found black students more likely than white students to be enrolled in vocational schools and less likely to be enrolled in universities. At four-year colleges, however, the enrolment rates of whites and blacks were about the same.

Although a great many four-year institutions have devised various types of schemes to give an occupational slant to liberal arts courses, few have introduced actual job training. Lambeth College, a small liberal arts college in Tennessee, is unique in developing a motel management course for students in association with the Holiday Inn chain of motels. It is industrial in the nature of student dormitories that the course has been "an overwhelming success".

The State University of New York at Brockport, traditionally a liberal arts college, has also gone further than most four-year institutions in offering its students the chance to spend their third semester at a nearby technical college, taking a "technical programme" which will reinforce their "academic" work.</

Other desires become the occasion of pain through dearth of the material to gratify them, but not the desire of knowledge: the sum of things to be known is inexhaustible, and however long we read we shall never come to the end of our story-book.

NOTICE BOARD

Chairs

Dr. H. H. Bachelard, reader in neurochemistry, University of London, has been appointed professor of biochemistry, University of Bath.

Dr. G. P. Butler, senior lecturer in German, University College London, has been appointed professor of modern languages, University of Bath.

Dr. B. Harris, reader in materials science, University of Sussex, has been appointed professor of materials science, University of Bath.

Dr. Philip Kennedy-Caves, senior lecturer in anatomy, University of Edinburgh, has been appointed to the new chair of cardiac surgery at Glasgow University.

Appointments

Universities

Bath: Director of South-West Universities' Computer Centre: J. B. Brookes.

Oxford: James P. R. Lyell reader in bibliography 1974-75: H. M. Nixon.

Polytechnics

North Staffordshire: Head of the international relations and politics department: A. E. Thorndike.

Course news

The Institution of Metallurgists will be holding an autumn review course on innovation in metallurgy from October 31 to November 2 at the Grand Hotel, Bristol. It will discuss recent successes and suggest ways in which technological innovation should be organized in the future. Further information from the Institution, Northway House, Blith Road, Whetstone, Leicestershire.

A one-day course on fluid lubricants sponsored by the National Centre of Tribology will be held at the National Centre of Tribology on November 25, 1975. Organized by the Scientific and

Dr. R. T. Parfitt, research and development manager, Nicholas Research Institute, has been appointed professor of physical and medicinal chemistry, University of Bath.

Dr. G. A. Saunders, senior lecturer in applied physics, University of Durham, has been appointed professor of physics, University of Bath.

Dr. R. Sibson, lecturer in statistics, University of Cambridge, has been appointed professor of statistics, University of Bath.

Mr. C. R. Tomkins, senior lecturer in accountancy and finance, University of Strathclyde, has been appointed professor of business finance, University of Bath.

General

Science Research Council

Two new members have been appointed to the governing body: Professor J. L. Jinks (department of genetics, University of Birmingham); Professor J. C. Polkinghorne (mathematical physics, University of Cambridge).

Anglian Regional Management Centre

Visiting fellow: Professor C. W. Rose (education). Senior lecturer: Mrs E. Godfrey (management).

Technical News Service. It aims to familiarize engineers and designers with the properties of oils, greases and the effects of additives. Fee: £26.00. Details from the centre, United Kingdom Atomic Energy Authority, Risley, Warrington, WA3 6AT.

The World Trade Institute and the Institute of Export have announced their forthcoming courses in export documentation, to be held at the World Trade Institute's headquarters. Dates of the courses are: October 23, 1975; December 11, 1975; January 15, 1976; March 4, 1976; April 23, 1976 and June 17, 1976. Fee: £50.00 plus VAT. Further details from: Miss Angela Bachelard, Conference Executive, World Trade Institute, World Trade Centre, St Katharine by the Tower, London E1.

Fellowships

The Royal Society. Mr and Mrs John Jaffe Donnan Research Fellowships: Dr G. S. Beedard (Davy Faraday Research Laboratory, Royal Institution); Dr J. E. Wall (Mullock Radio Astronomy Observatory, Cambridge University).

The Horace Le Marquand and Dudley Rigg Research Fellowships: Dr I. W. Chubb (St John's College, Oxford).

Physiology—Dr J. H. Cooke, £18,555 from the MRC for a study of the physiological and pharmacological properties of bulbospinal sympatho-excitatory pathways.

Zoology and comparative physiology—Mr J. M. Barrett, £12,658 from the Agricultural Research Council for a study of biological and integrated control of grain: Dr J. Cohen, £7,143 from the World Health Organisation for a study of the characterisation of human anti-sperm antibodies.

Biochemistry—Dr N. Crawford, £20,524 from the MRC for research of microtubule subunit proteins of blood platelets: subcellular localization and characterization.

Centre of West African Studies—Mrs M. Johnson, £12,227 from the SSRC for research into the ivory trade and economic development of pre-colonial West Africa.

Industrial metallurgy—Professor D. V. Wilson, £5,950 from the SRC for a study of cold forming, complex-shaped high strength, axial corrosion-resistant tube fittings.

Microbiology—Professor H. Smith, £20,494 from the MRC for research of factors determining the production of infective and defective interfering particles in mice and semili forest virus.

Cancer studies—Professor D. G. Harnden, £18,968 from the MRC for a study of lymphocyte clones in patients with acute leukaemia and other disorders.

Dundee: Biochemistry—Dr P. Cohen and Dr T. Cohen, two research grants totalling £26,141 from the MRC to analyse the new enzymes discovered in muscle cells which relate to how hormones control

Forthcoming events

The Teitbard Centre for the Future of Man are holding a one-day conference on "Self and society: conflict or co-operation?" on October 18, 1975, at St Pancras Assembly Rooms, Euston Road, London NW1. It will consider aspects of human nature and higher education, psychiatric views of the individual's compromise with society, and religious perspectives on individuality. Tickets and programmes from the centre, St Mark's Chambers, Keenings Park Road, London SE11 4PW.

Grants

Universities

Birmingham: Physics—Professor J. H. Frommel, Dr P. W. Dykes, Dr R. C. Harvey, £4,928 from the MRC for research into the measurement of tissue condensation levels in patients using a technique of neutron activation analysis.

Physiology—Dr J. H. Cooke, £18,555 from the MRC for a study of the physiological and pharmacological properties of bulbospinal sympatho-excitatory pathways.

Zoology and comparative physiology—Mr J. M. Barrett, £12,658 from the Agricultural Research Council for a study of biological and integrated control of grain: Dr J. Cohen, £7,143 from the World Health Organisation for a study of the characterisation of human anti-sperm antibodies.

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the body's carbohydrate reserves, and for continued analysis of several glycogen storage diseases which involve defects in the carbohydrate storage mechanisms: Professor P. B. Garland, £1,094 from the Wellcome Foundation for research on learning materials for biochemistry clinical medicine.

Chemistry—Dr G. Hunter, £9,000 from the SRC in connection with his conformational studies of metal chelate complexes of ligands containing heavy donor atoms.

Histology—Dr P. J. Steward, £1,500 from the Wellcome Foundation in connection with research into simulation and models in the teaching of histology.

Mathematics—Professor A. R. Mitchell, £2,210 from the MRC for research into the mechanism of hormone and neurotransmitter action on gland cells from the SSRC in connection with the convergence of Lagrange multiplier penalty functions.

Physiology—Professor O. H. Pearson, £2,210 from the MRC for research into the mechanism of hormone and neurotransmitter action on gland cells from the SSRC in connection with the convergence of Lagrange multiplier penalty functions.

Psychology—Dr N. J. Wade, £818 from the MRC in connection with a search into perceptual correlates of dominance: Mr A. L. Wilkes, £3,931 from the SSRC for research into the role of the hippocampus in learning and recall.

Forestry and natural resources—£16,490 from the NERC in support of research on the fate of furbins in the North Atlantic Ocean: £10,234 in support of research on the geochronology of river water with seawater: £1,548 for research on the geochronology of suspended particulate matter over the East Pacific rise.

Edinburgh: Forestry and natural resources—£16,490 from the NERC in support of research on the fate of furbins in the North Atlantic Ocean: £10,234 in support of research on the geochronology of river water with seawater: £1,548 for research on the geochronology of suspended particulate matter over the East Pacific rise.

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It's not what you do, but the way that you do it

Biosocial Anthropology
edited by Robin Fox
Methuen Press, £6.50
ISBN 0 460 14002 7

It is unfortunate that the British school of social anthropology has remained relatively impervious to the concepts of biological science for the better part of the past century. There may be some justification for this in that there are regularities in human social behaviour which may be almost exclusively dependent upon cultural processes. A social anthropologist might therefore claim that human society may be studied without any reference to the underlying biological processes. However, there are historical factors which are at least partly responsible for the virtual divorce of British social anthropology from biology. Herbert Spencer applied a concept analogous to that of natural selection to the development of human societies and arrived at various conclusions, now lumped under the heading of "Social Darwinism". The justifiable rejection of Spencer's views has led to the unjustifiable rejection of virtually all biological concepts, even where correctly applied.

Darwin's thesis was really very simple. In any natural population which is producing more individuals than can be carried by the environment, mortality will keep the population in check. If the individuals in a population differ in their characteristics, and if those differences are inherited, natural selection will occur automatically, favouring the survival of those best suited to the environment. This only applies when true genetic transmission is involved and Spencer's analogy for human society went astray in that it concerned cultural transmission (though this was consistent with Spencer's belief in the inheritance of acquired characteristics). However, the fact remains that if there is any inherited basis for human social behaviour it must of necessity be influenced by natural selection, just like any anatomical structure.

In recent years, there has been a valiant attempt—largely made by founders of a new discipline called anthropology. However, this attempt was hampered from the outset because a wave of popular books preceded the publication of serious academic studies. In justifiably rejecting the claims made in several of these popular books, social anthropologists of the British school seem to have repeated a traditional error in unjustifiably assuming that they have thus demonstrated the irrelevance of biology to the study of human social life. The authors of such popular books have rightly been accused of "reductionism", for they have discussed man as if one could simply peel away the layers of culture and analyse the archaic animal housed inside. The biological and the cul-



Social organization among chimpanzees: two infants play in the middle of a protective group, while a juvenile grunts an adult.

tural features of man are, of course, integrated and interdependent. Hence, social anthropologists are equally guilty of "reductionism" if they consider man's cultural aspects as completely independent of biological processes.

Given this background, it is particularly encouraging to see the publication of *Biosocial Anthropology*, which contains six serious and stimulating essays on biological aspects of human social behaviour. The approach is not exclusively ethological, since there are contributions from two sociologists (Fox and Tiger) and a geneticist (Hamilton) in addition to the three papers from ethologists (Bischof, Chance and Blurton Jones). For this reason, the editor (Robin Fox) preferred the title *Biosocial Anthropology* to that of *Human Ethology*. Yet the ethological emphasis is clear.

A large number of subjects is covered in only 155 pages. Fox considers the relationship between patterns of social organization in non-human primates and human

kinship systems; this dovetails quite nicely with Bischof's contribution on the biological basis of incest avoidance. Blurton Jones is perceptive and wide-ranging in "Ethology, Anthropology and Childhood", while Chance analyses possible relationships between action structure and social cohesion in non-human primates and man. Tiger discusses various "omatic factors" which may exert influences on human social behaviour and Hamilton rounds off the book with a brief summary of some theoretical genetic principles and their potential application to features of human social behaviour.

The breadth of coverage is possible because most of the papers are essentially theoretical, with few practical examples. This is something of a drawback since what is really required to convince the sceptics is firm practical demonstration that a detailed scientific understanding of the foundation of human social behaviour is furnished by the application of biological principles.

There is obviously a fertile field for further research, but it seems unlikely that the opposition to such research among social anthropologists will be significantly modified until some clear-cut scientific demonstration is forthcoming. In particular, any social anthropologist trained in obtaining and analysing human testimonies will reject interpretations such as that made by Chance of the behaviour of self-angels, based on a statement made by a single witness in the context of a court case!

Perhaps the most encouraging thing to emerge from this book is not so much the possibility that social anthropology might at last develop to accommodate human biology, but that certain ideas emerge which should be applied in strictly biological studies. It is clear from Fox's study that future studies on group-living primates should pay more attention to kin-

ship relationships between the animals in a social group, and Bischof's paper similarly shows that field-studies of mammals (at least) should include some attempt to identify the extent to which inbreeding may occur under natural conditions.

Bischof's study of incest avoidance mechanisms deserves special mention, as it illustrates many issues clearly and also provides the most discussion of actual factual evidence. Levi-Strauss referred to incestuous mating as "a natural phenomenon" found commonly among animals; a view that is widely accepted among social anthropologists despite the lack of documentary evidence. As Bischof shows, in a clearly argued case, all available evidence indicates that precisely the opposite is true: most mammals (at least) seem to have well-developed mechanisms for the avoidance of inbreeding. Indeed, one can as a result reverse the usual argument for a biological basis underlying human incest taboos and can ask the following question: "Since animals generally have mechanisms for the avoidance of inbreeding, and since it is likely that man came from an ancestral stock which still possessed such mechanisms, what selection pressure could have led to the loss of natural incest-inhibition?" In fact, Bischof does not convincingly explain why man should require incest taboos if he came from a stock which already had an effective biological mechanism preventing inbreeding. But, since man is a self-domesticated species, and since natural barriers to inbreeding are known to disintegrate in domesticated species, possibly incest taboos have emerged in order to reinforce a wanting biological mechanism. But such an explanation is entirely speculative and extremely difficult to test in this context of the relationship between biology and social anthropology.

R. D. Martin

Warring New Guinea highlanders

Ritual and Knowledge among the Baktaman of New Guinea
by Fredrik Barth
Yale University Press, £6.25
ISBN 0 300 01816 9

War and Peace in Jalemo: The Management of Conflict in Highland New Guinea
by Klaus-Friedrich Koch
Harvard University Press, £6.25
ISBN 0 674 94590 5

The Baktaman and the Jale are recently contacted peoples in the highlands of New Guinea. Like most highlanders, they are shifting cultivators and hunters. They live in small communities between whom warfare is, or was, endemic. There is no secular authority and little economic differentiation. The sexes are segregated and their relationship hierarchical. Unlike most highlanders, colonial influence upon them is minimal and this in itself means that these two studies, of symbolic systems and conflict management respectively, are of considerable interest.

The Baktaman number less than two hundred, isolated in the rain forest in loosely organized communities. Status is distinguished by the sexes is fundamental. If the fertility of polluted ground needs explaining, so does that of polluted women. I think a deeper meaning may be drawn out of the rites, without violating them; by engineering the rebirth of young men as initiates, men seek to reproduce themselves. The complexity of women in this radical reconstruction does not contradict the conclusion that men thereby deceive themselves that their superiority is a fact of life, and I think they also deceived Barth. It is a weakness of his theory that it precludes this common highlander theme. Nevertheless it is a very perceptive study.

The far more numerous Jale are frequently at war among themselves. Their communities are more tightly organized and clustered in many villages. Each ward consists of several lineages of different clans, each clan of several lineages in different wards and villages. Loyalty is to ward, rather than clan, legitimized by descent from co-founders, so that there is no cross-cutting group membership.

Disputes are characterized by escalating confrontation. Insults provoke injuries and deaths have to be avenged. In intra-ward disputes, other (affiliated) wards are mobilized; in intra-village disputes, other (neighbouring) villages. There is no segmentary lineage system to structure alliances and limit the scale of conflict. Vengeance can be taken against any opponent, leading to additional disputes between allies. Compensation in pigs is, however, acceptable in principle at all levels of dispute. Within wards there is some pressure to compensate out of common interest, sometimes mediated by affines. Between wards and villages, settlement depends largely on the fear of disunity in the face of a common enemy. This is the most important limit to escalation.

The ethnography is good, the interpretation is disappointing. Koch links the failure of a mature group to emerge with the absence of multiple group membership, which is fair enough. If the alliances of autonomous groups are unstructured, however, can he be said that conflict between them is "managed"? I sensed throughout the book that definitions were presented as facts. This warfare has a dynamic, independent of the spoils. Unity at home is promoted by threatening enemies abroad; if they are driven off completely, however, unity is again at risk. The relationship calls for careful management, and among some other highland peoples groups tend to pay off for warfare. Unfortunately Koch does not give us any overall pattern of enmity and alliance.

David Brown

METHUEN

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Non-verbal communication is one of the most fascinating areas of contemporary social psychology. Paralinguistic aspects of communication—eye-blinks, nods, facial expressions, gestures, postures, and so forth—are an intrinsic part of any social confrontation. In this intensely readable book Michael Argyle, a pioneer and leader in the field, gives a wide-ranging general account of the phenomena and their significance. £8.50 University Paperback £3.90

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5.

BOOKS

Revolution of the word

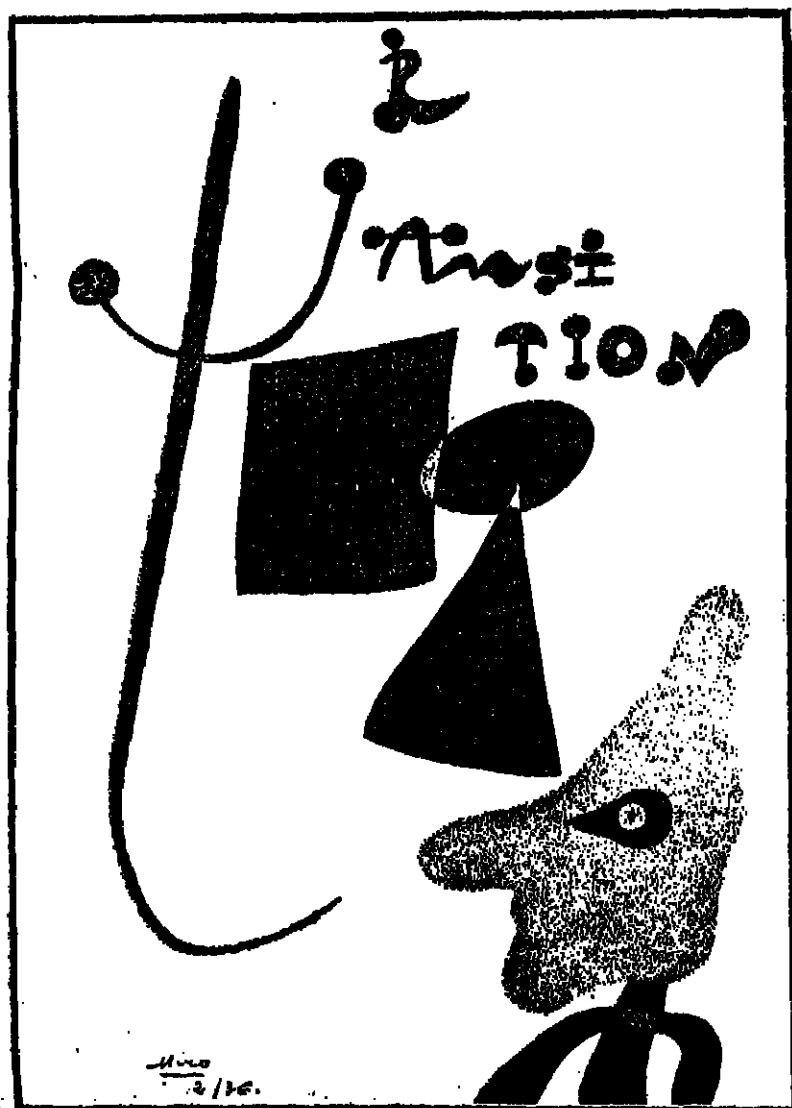
Transition 1927-38: The history of a literary era
by Donald McMillan
Calder & Boyars, £8.50
ISBN 0 7145 1016 5

Professor McMillan's long-awaited study has done justice at last to transition: the enfant terrible of the literary world of the inter-war years has been vindicated against most of the philistine charges levelled at it during its ten years of pugnacious, embittered existence. McMillan convincingly demonstrates that it was no more obscure than most little magazines, no more silly or modish or precious; and that it published a higher proportion of significant writing than the majority of its rivals. Joyce's "Work in Progress" (later to become *Finnegans Wake*) was regularly serialized in its pages; the eleventh issue (for February, 1928) carried "The Sentence" by Franz Kafka, the first time any of his works had appeared in English; and it nurtured the youthful talents of Dylan Thomas and Samuel Beckett.

The remarkably steady quality of the magazine's literary taste was due in large part to its chief editor, Eugene Jolas, undoubtedly one of the great literary editors of modern times. It was Jolas, McMillan reminds us, who recognized that the leading writers of the day shared important new attitudes, and his achievement was to bring them together when other editors dismissed them.

He caught the anti-rationalistic and surrealist mood of the thirties very accurately. As a result, the story of the magazine he edited can be seen as the history of a literary era. McMillan uses the phrase in his subtitle and it is no exaggeration. "Even today," he points out, "it remains in many minds synonymous with the now legendary 'Lost Generation' of Americans who outlived Paris in the twenties."

Transition—the lower-case initial was intended to cook a snook at critics whose hostile reaction was all too clearly foreseen—conceived its main function as being to serve as a kind of pipeline carrying the best of European and expatriate American literary and artistic creation to supply the cultural hunger of the philistine prohibition-racked United States. Jolas was an American immigrant from Lorraine and spoke French, English and German fluently; his efforts through the magazine to find a stratum of experience and a language deeper than the surface differences of



This was the cover of "Transition" 25, 1936, by Jean Milr.

national literatures should be seen, McMillan perceptively demonstrates, as being in part "an attempt to reconcile the cultural conflict which had troubled him from his childhood." He knew from personal experience how deep the roots of America were buried in Europe and how great was the two continents' cultural need of each other. It was due very largely to his influence that the review remained so consistently internationalist in outlook in the midst of the growing madness of nationalisms occurring at the same time.

The other plank in transition's platform, and the subject of its

many truculent manifestos, was the "revolution of the word." Jolas was prejudiced in favour of any writing not immediately intelligible which explains why he backed Joyce so wholeheartedly at a time when his earliest advocates were expressing hesitations about "Work in Progress." But how much battle cries like "the King's English is dying—long live the great American language" actually achieved is doubtful and McMillan probably overstates the case when he maintains that "it was primarily transition that reestablished the importance of 'the word' which had suffered so much in the exaltation of the image in

the first quarter of the century"; but there is no gainsaying the radical ambition in transition's stand on language.

McMillan devotes the first part of his book to the history of all this; much of his information is new, derived from interviews with friends of the venture and particularly the editor's still active widow, translator and critic Maria Jolas. The second section explores parallels and contrasts between transition and similar contemporary movements (surrealism, expressionism and dada). In the last part he discusses the role of particular "figures of the cause": here he is interesting on Gertrude Stein and Joyce, but he over-emphasizes Samuel Beckett's significance through a pardonable act of literary hindsight: had Beckett died with the review, in 1938, he would barely have merited a mention or two in passing.

As a study of this important literary manifestation in a crucial period of the history of modernism, McMillan's book does not quite live up to our expectations. It is judicious and well-documented but lacks imaginative flair, perhaps because it started life as a doctoral dissertation. McMillan is cautious and takes too few risks; but he does offer an intelligent and sympathetic reading of the transition files and sets them adequately in their cultural context. There are not many errors and my only grievance is that while going to the trouble of reproducing in an appendix the complete tables of contents he did not think to supply us also with the exact date of publication of each issue, the names of the editorial staff and of the printers as they changed over the years: that would have constituted a valuable reference tool.

The teller, in fact, is not quite up to the measure of his tale for what an incredible story it makes. What times were these when paper was cheap and printing bills so modest that little magazines could survive and pay their contributors 20 Fr per page; and when the editor and his wife could afford to rent a hunting lodge near Chaumont made historic by a coincidence that in any other context would seem too extraordinary to be true but in Jolas's circle is utterly natural. The house was called "La Boissière"; it was situated in the great American language actually achieved is doubtful and McMillan probably overstates the case when he maintains that "it was primarily transition that reestablished the importance of 'the word' which had suffered so much in the exaltation of the image in

John Fletcher

Poor system for poor children

Varieties of Residential Experience
edited by Clark Tizard, Ian Sinclair
and R. V. G. Clarke
Routledge & Kegan Paul, £6.50
ISBN 0 7100 8165 0

Children and Decent People
edited by Alvin L. Schorr
Allen & Unwin, £4.95 and £2.75
ISBN 0 04 360035 2 and 360036 0

The subject-matter of both these books is the care of children. Varieties of Residential Experience, containing studies carried out in Britain (with one exception from Canada), addresses itself to why institutions for children, which serve apparently similar functions, differ so much. The Field of Children and Decent People is child welfare in the United States, an important part of which is institutional provision. It asks how far "class bias" leads to "poor care for poor children."

The assumption on which Professor Tizard and his collaborators base their work is that there are a few factors of overriding importance in institutions (some significantly associated with the behaviour of the children who lived in them later in their lives) which can be defined, and quantified, whatever

the enormous variations are acknowledged to be. Varieties of Residential Experience includes studies of a wide range of residential establishments, such as children's homes, mental subnormality units and residential nurseries, units for autistic children and approved schools and probation hostels.

What links the studies is their use of the comparative approach, to which the editors give their attention in the introduction, and which is also discussed later in the book at some length. Each study represented deals with at least three institutions and some with many more. Much earlier research in this field started from the resemblance between institutions with the correlation that the results of such individual studies can be applied to all others of that class, probably irreproducible factors such as ideological, organizational and staffing variations, and resident responses which are given such careful consideration and importance here.

The model of the "total institution" often represented has been a static one, and the influential and eminently readable "Literature of dysfunction" about such places, as it has been called recently, has concentrated itself more with what is wrong with them rather than whether they can be run better. This is called into question most strongly here. The tradition, it is

ing institutions as having uniformly had effects characterized as the "steamship model" (I do not find this a particularly apt phrase myself) which is "indivisible in its operation, and... crushes the objects placed in it into a misshapen, uniform mould."

What is offered is more specific and more useful, whether it is dealing with quasi-family situations, the perceptions of staff and residents, systems of supervision, or the dilemmas that arise, for example, in community homes. The ideas that inform the institutions, the ways they are run, the people who run them, and the changes that take place behind a detailed background against which the functioning and development of the residents, success and failure in terms of treatment, psychological and sociological factors, are examined. That the techniques of quantification may have limitations, and that findings may be explained away through selective factors (as in an example about the behaviour of mentally handicapped children in care and at home) is acknowledged. The book provides insights and poses questions. It is a mixture of facts and inferences made from them about the way class bias brings this about. As all the authors note, however, there is a paucity of data on the class background of the children with which the book deals.

Schorr, the editor, who has considerable knowledge of the British system, concludes: "Child welfare is a generally poor system for poor children, but the nonpoor use it to their advantage when the payoff is sufficiently important." The information provided about the system and how it preserves equilibrium and an adequate level of service, and how it protects decent people from guilt, is a mixture of facts and inferences made from them about the way class bias brings this about. As all the authors note, however, there is a paucity of data on the class background of the children with which the book deals.

Children and Decent People is recommended by Robin Huw Jones in the foreword because it is rela-

vant to our condition. He comments that we have been smug and complacent about the personal social services, when so many children are the victims of shocking exploitation, neglect and mistreatment. This is undoubtedly true.

It is a detailed study of the system of child welfare in the United States, written for an American audience and republished in Britain, which does not attempt to relate the different experiences in the two countries. It is informed on the one hand by a careful examination of the documentary evidence and on the other by humane commitment to improvement.

Schorr, the editor, who has considerable knowledge of the British system, concludes: "Child welfare is a generally poor system for poor children, but the nonpoor use it to their advantage when the payoff is sufficiently important." The information provided about the system and how it preserves equilibrium and an adequate level of service, and how it protects decent people from guilt, is a mixture of facts and inferences made from them about the way class bias brings this about. As all the authors note, however, there is a paucity of data on the class background of the children with which the book deals.

Eric Butterworth

Aesthetics

Théophile Gautier
by P. E. Tennant
Athlone Press, £4.50 and £1.75
ISBN 485 146045 and 122049

More than any other writer of nineteenth-century France, Théophile Gautier exemplifies the total dedication to art which some periods are apparently able to encourage. With him all action is deployed in favour of the arts, and the products of the arts are the most significant objects of experience. No form is barred; only the limitations of the individual preclude the practice or the interpretation of the enjoyment of all art. Fine exercises in liberation, including types of concerted action, are undertaken in the defence of or a certain view of it. The tensions and frustrations set up by the impossibility of living inside art are large, more or less inevitably, a fragment his views.

A strong visual faculty led him to painting, in which he did as well, and to imaginative literature, in which he revitalized language and form. His range is wide, as P. E. Tennant shows us in this excellent short survey, but he has commonly been treated as an aesthete practising a restrictive doctrine of control.

Gautier wrote fiction, a few plays, a number of articles on travel and a mass of artistic and literary criticism with a sustained inventiveness that has put surveys of his work by commentators so far. For long periods he was kept by a necessary journalism from the practice of what he considered the privilege and superior art form, poetry, in which his mastery has been acknowledged, but often with reservations which perhaps unfairly diminish its importance.

Dr Tennant's purpose in writing this monograph for the Athlone French Poets series is obvious: not to attempt an overall study of Gautier. He gives brief notes of the travel articles, criticism and fiction in order to devote the longest section of his book (about 40 pages) to the poetry, which he traces in detail from the brilliant adolescent beginnings, through the bravura of *Albertus* and the *Contes* to the collected poems of the *Œuvres complètes*. It was situated in the great American language actually achieved is doubtful and McMillan probably overstates the case when he maintains that "it was primarily transition that reestablished the importance of 'the word' which had suffered so much in the exaltation of the image in

A similar variety informs his poetry. Dr Tennant brings to our skill in several passages the simplicity, density and variation of effect which Gautier achieves particularly in his short poems, where new effects of language and form are brought into English, and Modernism and expressionism which haunt him to classical and modern pieces which compose the mature work. *España* and *Œuvres complètes*. There is a short chapter on Gautier's aesthetic doctrine which underlines the dynamic ideas on art.

The pursuit of growth inevitably leads to rivalry, and reduction of this rivalry by takeovers, mergers or agreements therefore becomes a major objective.

The second part of the book reviews the existing evidence of rising concentration in Britain and also includes some interesting work of their own. It shows how the high levels of concentration have increased over time, but unfortunately does not seek to compare the increase with that in other pieces which compose the mature work. *España* and *Œuvres complètes*. There is a short chapter on Gautier's aesthetic doctrine which underlines the dynamic ideas on art.

Research in the history of economics are more and more the use of manuscript material. The book is based on extensive private inquiry into the public and private sources of personal papers and correspondence of over one hundred economists. Papers of over one hundred and fifty economists are listed, and only distinguished contributors to the literature of economics since 1700, but also many lesser figures.

J. C. Ireson

Manuscripts

Economists' Papers 1750-1950: a guide to archives and other manuscript sources for the history of British and Irish economic thought. Edited by R. P. Sturges. Published by Macmillan at £2.00.

Research in the history of economics are more and more the use of manuscript material. The book is based on extensive private inquiry into the public and private sources of personal papers and correspondence of over one hundred economists. Papers of over one hundred and fifty economists are listed, and only distinguished contributors to the literature of economics since 1700, but also many lesser figures.

Going out on a raid

Takeovers and the Theory of the Firm
by Douglas Kuehn
Macmillan, £7.00
ISBN 333 15744 3

Big Business
by Sam Aaronovitch and Malcolm C. Sawyer
Macmillan, £10.00
ISBN 333 14609 3

In the "golden days" of the stock market in the late 1960s and early 1970s there appeared to develop in the corporate sector an urgent desire to merge companies. There also arrived on the scene what became known as "predator" companies, whose management were always ready to bid for control of an unsuspecting business.

Researchers were interested in the aspects of this activity. First, why did so many companies wish to become bigger through acquisition and merger? Was it based, for example, on a wish to increase the financial returns accruing to shareholders, or on a feeling that it was necessary in order to survive, or on a desire of some managers to control larger and larger organizations? Second, did the changes in the industrial structure caused by the mergers and takeovers lead to an increase in efficiency? The available evidence from the studies in Britain and America suggests that the overall effect was at the best neutral.

Aaronovitch and Sawyer's main proposition is that existing theories of the firm (including the behaviour theories) do not in general comprehend the role of takeover activity. Their proposition is that the central aim of a capitalist firm is the search for profits, one reason being that profits are necessary for the pursuit of growth. The pursuit of growth inevitably leads to rivalry, and reduction of this rivalry by takeovers, mergers or agreements therefore becomes a major objective.

The analysis of takeovers up to the end of 1969 is necessary for the research but is not particularly interesting in itself as much of it has been done before. The author does not seek to compare the increase with that in other pieces which compose the mature work. *España* and *Œuvres complètes*. There is a short chapter on Gautier's aesthetic doctrine which underlines the dynamic ideas on art.

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BOOKS

Occupations

Higher Education and Earnings: College as an Investment and a Screening Device
by Paul Taubman and Terence Wales
McGraw Hill for the Carnegie Commission and the National Bureau for Economic Research, £17.50
ISBN 0 07 010121 3

Evaluating Educational Investment
by J. R. Davis and J. F. Morrill
Lexington, £5.15
ISBN 0 669 90522 4

This is the second airing of the Taubman-Wales study by the Carnegie Commission, all the main results and a description of statistical techniques having been previously published in the volume on *Education, Income and Human Behaviour* edited by Thomas Juster.

The commission attaches such importance to the work of Taubman and Wales because it is one of the few investigations having been previously published in the volume on *Education, Income and Human Behaviour* edited by Thomas Juster. The commission attaches such importance to the work of Taubman and Wales because it is one of the few investigations having been previously published in the volume on *Education, Income and Human Behaviour* edited by Thomas Juster.

The volume does two things. It offers further estimates of the private rate of return to higher education in the United States and broadly confirms earlier estimates of returns of the order of 10 per cent to a first degree and less for most kinds of higher degree.

Secondly, and more controversially, the study examines what is known as the screening hypothesis—that one of the motives for higher education is to identify individuals with high potential employment performance. The procedure in essence is to compare the jobs that people at various educational levels actually do with an estimate of what the distribution would have been if selection by employers had been on the basis of measures of general ability alone. A major problem, recognized by the authors but played down, is that their data cannot show if employers select on the basis of occupation-specific abilities (such as steady hands for a surgeon, or clear articulation for a barrister). One thing they do find is that mathematical ability has a big effect on the earnings of people in highly paid occupations.

The Taubman-Wales test of the screening hypothesis is extremely crude and will certainly not satisfy human capital theorists, but undoubtedly has a lot more of this kind of study during the next few years.

Davis and Morrill confront no such difficulties. Theirs is a straightforward, slightly dated introductory textbook on the economics of education, aimed presumably at those who already have a first degree in general economics. It covers briefly most of the standard topics of a textbook written around 1970, on human capital, resource allocation, economic growth, rates of return, etc. No mention, however, of the intricate problems raised by the screening hypothesis.

There is an unsatisfactory chapter on the evidence about education and discrimination against negroes. The authors do not argue a consistent case except that discrimination is advantageous to whites but is a bad thing and ought not to be allowed to exist. They are not able to make up their minds about the merits of the argument that negroes work through education or in spite of education. Furthermore, while accepting a simple psychological description of discrimination that it is, in effect, unwarranted prejudice against a class of individuals, they also accept any of the equivalent analytical statements that would enable discrimination to be subjected to economic analysis.

Gareth Williams

Travelling hopefully

Planning, Politics and Public Policy
edited by Jack Hayward and Michael Watson
Cambridge University Press, £12.50
ISBN 0 521 20570 0

Planning, once regarded as the prerogative of socialist countries, is now a feature of western democracies too, yet it remains something of a paradox in a democratic society. Although the range of government intervention has grown steadily since 1939, large sectors remain outside its direct control, so that plans are, to some extent, expressions of aspirations rather than statements of intent. Furthermore, while the priorities of politicians and, to a lesser extent, of administrators are largely dictated by immediate problems, planning is a complex and technical activity undertaken over a much longer time scale, so that planners often lack adequate political guidance. This volume, which is largely the outcome of a research project sponsored by the Social Science Research Council, is concerned with the relationships between planning and the working of political and economic processes in three western democracies, France, Italy and the United Kingdom, each with rather different political and administrative traditions and frameworks and with variable records of success in postwar planning.

Planning is interpreted very widely and it is not always easy to distinguish between planning and policy making. Each of the main sections of the book—industrial policy, employment and income policy, the regional dimension, land-use policy, and transport policy—contains chapters on the experience in each country and a valuable review chapter.

The main concern of the book is with sectoral planning at the national level. None of the countries seems to have been very successful with regional planning, perhaps because a political basis for it is weak or lacking, and only the United Kingdom has a tradition of effective, democratically-controlled local planning.

Perhaps for these reasons the difficulties of reconciling economic and physical planning are not very fully explored. In this connexion the creation of a Scottish Economic Planning Department might have been noted, as might Scottish experience generally; for what is called British land-use planning in fact refers to England and Wales. Rural planning and environmental planning, too, are largely ignored.

It is difficult to avoid the conclusion that planning is most effective where democratic control is least, but perhaps the main lesson of the book is that the process of planning is as important as the product, encouraging new ways of looking at problems and providing new perspectives.

J. T. Coppock

Reviewers

Philip Edwards has written "Shakespeare and the Confines of Art" and is King Alfred professor of English literature at the University of Liverpool.

J. C. Ireson has written on French symbolism and Parnassian and Romantic poetry; he is professor of modern French literature at the University of Hull.

R. D. Martin is a senior research fellow at the Wellcome Institute of Comparative Physiology and has written "Concepts of human territoriality" and "The Biological Basis of Human Behaviour".

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LETTERS TO THE EDITOR

University efficiency

from Dr J. E. Dunworth

Sir—May I reply to Mr J. C. Brind's letter (THES, September 12) about the article by Dr Cook and myself (THES, August 22) on university efficiency.

Mr Brind chides us with replacing one set of norms with another. He misses the point that we are changing the stage at which control is exercised. Under the present system norms govern the way in which money is spent—the items it is spent on, particular types of staff, equipment, etc.

Our proposals would very greatly reduce the degree of control at this level, leaving it largely to academic units to judge how best their income could be spent. Control through the suggested formulae would relate to the determination of the total income of a unit, not to how it may be spent.

As to "skating over" the difficulties of establishing the formula, this is dealt with at length in our full report referred to in the footnote of our article.

It is argued that units would in practice have little discretion in their spending since it is largely on staff, of course, is a result of the very practice we most criticize—that departments are given establishments of academic, technical, clerical, staff by their administrators.

Departments will hardly refuse posts (since the cost to the department is nothing, and they bring other resources with them) and they have little if any scope for replacing an academic post with a technical one or vice versa.

If a number of departments have complete freedom in how they spend their revenue it is unlikely that all would choose to spend the same proportion on staff, and some would certainly spend less than at present.

Now is it "unthinkable" as Mr Brind claims, that a department might save enough from its equipment grant to finance a technician. It is not long since a parliamentary committee commented critically on the accumulation of equipment funds of some universities, some of which were large enough to finance a whole department let alone a single technician.

As to units effecting savings by failing to meet their service teaching commitments, this is adequately safeguarded against by the revenue entitlement formula. If service teaching was not provided the service unit would lose the correspond-

ing student load and its revenue would fall. The load, and its attendant revenue, would revert to the parent department or whichever other unit might be equipped to meet the need.

Mr Brind's most misplaced criticism, however, relates to his assertions that we "assume as [our] starting point that universities are provided over-generously with resources and buildings and use both inefficiently", and that our "time could have been employed more profitably in determining whether universities are in any real degree inefficient...."

Mr Brind has clearly not been keeping up with the literature over the last four years, since this is exactly what we have been doing. Detailed evidence of underutilization of teaching accommodation and of potential economies of scale was amassed by a team of six in the period 1971-74 and is fully documented in J. A. Bottomley, et al. *Costs and Potential Economies*, (Paris, OECD, 1972), in *Socio-Economic Planning Sciences* (Vol 8, No 1, 1974), in the *British Journal of Educational Technology* (Oct. 1974), in a number of other journal articles and in three PhD theses.

They even contain the costs per student in different disciplines which we are told we should be working on. It was the results of this study of resource utilization that led us to conclude that there were substantial potential economies of scale, both in accommodation and staff requirements, but there was nothing in the present system to bring about the realization of these potential economies.

As a direct consequence of this we obtained SSRC support for the present investigation of incentives to stimulate the realization of these economies.

It is cause for concern that so many in the universities react with hostility to any suggestion that their efficiency might be improved, and identify "efficient" with "worse". We have had it good for a long time, but the level of government support per student is falling, and it would be a rash man who claimed it will not fall further.

Our proposals for reforming the system of resource allocation within the universities and not designed to sugar-coat the pill, but rather to ensure it is the appendix that is removed not the heart.

Yours faithfully,
J. E. DUNWORTH
Department of economics,
Bradford University.

Arts for all

from Professor John Blacking

Sir—Your summary of the "first Labour step" to a new Arts Ministry (THES, September 12) makes depressing reading. If more public money is to be spent on the arts, why can it not be directed towards making redundant "the artist" as a special category of person, and recreating a society in which all men and women can participate fully in artistic activities?

This should surely be the aim of any truly "socialist" policy for music. For instance, if greater encouragement of talented musicians may only serve to perpetuate the star system, which stifles creativity and artistic development in any society, because it also encourages the mistaken notion that some people are born more musical than others.

The Labour Party's experts on music ought to be asking how it is

that in the United Kingdom only some members of society appear to be musically talented, whereas in many pre-capitalist societies all members display musical talent, though not necessarily at every period of their lives.

The periodicity of musical activity in some individuals is, in fact, important evidence of the significance of social, rather than genetic, factors in the development of musical capabilities that are innate to the species, rather than peculiar to certain people.

Let us hope that before next year's party conference, someone in the arts study group will rewrite those parts of the document that promote the "musical" and "unmusical" individuals and differences in the expression of artistic talent are the result of biological inheritance.

Yours sincerely,
JOHN BLACKING
Professor of social anthropology,
The Queen's University,
Belfast.

Sinking ship

from Mr C. A. Ladd

Sir—I know that higher education is rapidly sinking ship; but would we not wait at least until we are in the lifeboats before making plans to eat one another? Yours faithfully,

C. A. LADD
English department,
Royal Holloway College,
London.

Ludwig's translation

from Mr R. A. Atcherley

Sir—"The Case for Sanskrit" (THES, September 19) Richard Gombrich wrongly credits Friedrich Schlegel with the famous German translation of Shakespeare. They were the work of his brother, August Wilhelm, in collaboration with Ludwig Tieck.

Yours faithfully,
R. A. ATCHERLEY
Brighton College of Education.

Extra-mural staffing

from Dr K. J. Heskin

Sir—I was astounded to read Tom Costello's article on staffing extra-mural courses (THES, August 22). Does he really mean it when he proposes that we should be forced to teach extra-murally on pain of salary decrement and tenure/promotion blockage? Is he so far extra-mural that he has lost touch entirely with his colleagues internal problems—for example, heavy work loads and derisory salaries?

I lecture in a busy department which is 50 per cent understaffed and, like my departmental colleagues, can only maintain the necessary output of teaching, administration and research by working 60-70 hours per week throughout the calendar year.

This summer, I could only chance my arm with my bank manager to the extent of five days holiday (three working days). Readers of *The THES* will be aware from that source, if not from their own experience, of comparable situations in other university departments.

I decided that I would no longer offer my services extra-murally because I could not, in all conscience, spare the time from the commitments which I have contracted to fulfill.

If Tom Costello ever decides to do the same, I am sure that this Labour government will be only too pleased to employ him (in his spare time) as a striker on their team of education hatcher men (no pun intended) the quality, feel the width.

Alternatively, he might find employment in the Association of University Teachers on the strength of his ingenuity in finding new and patently inequitable means of increasing the salary differentials in the profession.

Yours faithfully,
K. J. HESKIN
Department of psychology,
The New University of Ulster,
Coleraine.



OU extra-maritals

from Mrs Echo Irving

Sir—As an Open University student doing a third level arts course at York this year, I was irritated by Robin Mead's condescending little piece (THES, August 22). Surely there are more amusing and significant things to discuss about these summer schools than whether or not "largely inarticulate middle-aged" indulge in extra-marital sex.

I pondered for some time as to which of the many general characteristics he attributed to the females in his group made them least likely to indulge. Was it being middle-aged, or inarticulate, or reading *Woman's Own*. But no, in temperance of 50 degrees, it must have been the twinstens which rendered any such activity beyond comprehension.

Incidentally, I wonder how his fellow students classified Mr Mead? Yours faithfully,
ECHO IRVING
Webbsbrook House,
Wingington,
Bristol.

Scottish FE

from Mr R. F. Farris

Sir—I note that you published a short report about the forthcoming Education Institute of Scotland delegate meeting at which their further education members will be asked to consider various options (THES, September 12).

However, much more is happening in Scotland than would appear from your report. This organization, which represents 1,500 lecturers in further education, was formed in 1966 as a breakaway organization from the EIS because of the unsatisfactory situation of further education within a largely school teacher-dominated EIS.

from Dr E. O. O'Keem

Sir—Mr Costello's argument is that departments of extra-mural studies cannot fulfil their primary function of taking the university to the people without the cooperation of the staff of internal departments. He also argues that increased demand in university adult education is not accompanied by a proportionate increase in part-time university staff as there is no formal machinery for ensuring such an increase; hence the preponderance of non-university men and the danger that "the unique character" of university extra-mural work would suffer.

He wanted to remedy the situation by providing "more levers" for the organizers of extra-mural work; especially by formalizing their relationship with those in internal departments through stronger legal and more constraints. Thus the present undesirable purgation in which only a few of them are favoured would be broken.

The general weakness of his analysis is his failure to perceive the macroscopic and structural nature of the whole problem. First, his plea for less outsiders and more internal staff is based on a rather narrow elitist traditional concept of extra-mural work; hence his fear that university standards would be eroded and the effect on the public estimation of the university "is bound to be deleterious".

Second, is the assumption that internal staff can do the work better than outsiders. If we accepted a slightly broader community concept of adult education with the working classes, then it would become clear how very questionable these assumptions are.

As to the access to university facilities, that is a matter of administrative efficiency on the part of the organizers. No amount of formal relationship with the internal departments, whether through liaison, funding or even as conditional to promotion would

significantly overcome the basic more deep-rooted problems. Attention would be better directed to clarifying the nature and role of a university, and then to the nature and role of a university extra-mural department and its status in the system.

If the university should "be taken to the people", we have to define what percentage of the population that is, and how best to reach them, for what and with what. Then it would become clearer whether our traditional extra-mural departments with their size, resources and status are the best agencies for achieving our goals.

If not, all departments should be reorganized to do their own extension work with as much, if not more, status than mainstream work.

Failing that, should not these departments redefine their role in the light of their resources and concentrate (like all other university departments) on one main area, instead of trying to cover all subjects superficially? This would solve the problem of the present "patronage" of the extra-mural work, hence its marginality and lower status.

Mr Costello's analysis failed to recognize that the present difficulties arose from the poor, haphazard and voluntary nature of British extra-mural work, hence its marginality and lower status.

His largely atomistic and structural analysis led him to ask the wrong question—patronage or policy in staffing? It is neither of the policy; it is more than both. If we wanted to reach a large percentage of the population with extra-mural work, in a world of scarce resources, that becomes not only an educational but also a political question.

Yours sincerely,
E. O. O'KEEM
Department of social studies,
Liverpool Polytechnic.

Student costs

from Professor S. G. G. Macdonald

Sir—To print a list of UK universities in the order determined by the annual cost per student is instructive; to argue from this list that "the state gets best value from Bath and Durham" is absurd. This may be so, but the list certainly provides no evidence for it. It is well known that the cost per student varies enormously from one faculty to another and that the mix of faculties within a university plays a major part in determining the cost (THES July 11).

For the year 1973-74 the annual academic cost per student at Dundee (ie, the cost excluding canteen, administration and services which are difficult to allocate on a faculty basis) ranged from £480 in Arts to £1,516 in Medicine. Both are below the averages in these disciplines for the UK universities as a whole. The proportion of the total population of students in Dundee in the Faculty of Medicine and Dentistry is, however, 30 per cent, a figure more than 50 per cent greater than the average for the universities in the UK which have such faculties. This makes the annual cost per student in reality the appear high whereas in reality the university emerges as one of the low cost universities if a comparison is done faculty by faculty. Similar arguments could be presented by many other universities at the similar cost end of the list.

At a time when there is grave concern in the universities about the economy measures the government is likely to introduce in the higher education sector, headlines such as the one you used can only increase the worry that forthcoming cuts will be made in an ill-considered manner that will do irreparable harm to the university system.

Yours faithfully,
SIMON G. G. MACDONALD,
Professor of physics,
Dundee University.

More letters page 14

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

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Edinburgh EH1 1HX.

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The Secretary, Heriot-Watt University
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The Secretary, Heriot-Watt University
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Applications are invited for the above post. The successful candidate should be a graduate of a university with a first class honours degree in statistics and research in mathematical statistics and applied statistics. The University offers a salary of \$10,000 per annum plus superannuation and other benefits. Further details of the position and application forms may be obtained from the Assistant Registrar, Macquarie University, Sydney 2109, Australia.

Further details of the position and application forms may be obtained from the Assistant Registrar, Macquarie University, Sydney 2109, Australia.

It is hoped that the successful candidate will be able to take up this appointment as soon as possible.

The University reserves the right to fill any position by other means.

The salary for a professor is \$20,000 per annum.

The salary for an associate professor is \$18,000 per annum.

The salary for an assistant professor is \$16,000 per annum.

The salary for a lecturer is \$14,000 per annum.

The salary for a senior lecturer is \$12,000 per annum.

The salary for a junior lecturer is \$10,000 per annum.

The salary for a research fellow is \$12,000 per annum.

The salary for a research associate is \$10,000 per annum.

The salary for a research officer is \$8,000 per annum.

The salary for a research assistant is \$6,000 per annum.

The salary for a research fellow is \$12,000 per annum.

The salary for a research associate is \$10,000 per annum.

The salary for a research officer is \$8,000 per annum.

The salary for a research assistant is \$6,000 per annum.

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The salary for a research associate is \$10,000 per annum.

The salary for a research officer is \$8,000 per annum.

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SENIOR LECTURER—
PSYCHOLOGY

The appointee will control the Counselling option within the Graduate Diploma in Psychology course and teach in one of the following areas: psychopathology; counselling; learning disorders.

Applicants are expected to have higher qualifications in psychology and experience as clinical or counselling psychologists in professional practice. Additionally, experience in developing and teaching courses at the graduate level and in clinical or counselling psychology research is highly desirable.

General

Salary: Stg. £9,572-Stg. £11,126 (at the current rate of exchange). Salaries are payable in Australian dollars.

Fares for family and removal expenses are payable. Conditions of service include superannuation (similar to FSSU), six weeks annual leave plus public holidays, three months long service leave on completion of each seven years of service, sick leave and assisted study leave.

Appointment may be either permanent or for a short term period of up to three years. A generous short term contract will be negotiated to suit requirements.

Detailed applications including a curriculum vitae and names of three referees should be submitted not later than 24th October, 1975 to Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ.

Further information may be obtained from the above address.

When replying please quote reference HES.

AUSTRALIA
WARRNAMBOOL INSTITUTE OF
ADVANCED EDUCATION
LIBRARIAN

QUALIFICATIONS: Applicants must possess a University Degree or its equivalent and Associate Membership of the Library Association of Australia, or its equivalent, and at least five years experience as a professional Librarian. Previous experience in an academic library would be desirable but not essential.

RESPONSIBILITIES: The appointee to this position would be responsible initially for Readers Services and also library services to external students.

SALARY: Salary Range A\$12,356-A\$13,902 according to qualifications and experience.

APPLICATIONS: Applications close 8 October, 1975, and further details may be obtained from the Official Selection Office of the Agent General for Victoria, Migration Section, Victoria House, Melbourne Place, Strand, London WC2 B4LG.

Colleges of Further Education

Ipswich Civic College

HEAD OF SCHOOL
OF SOCIAL WORK, NURSING
& EDUCATION

GRADE V

(RE-ADVERTISEMENT)

Interviews for the above vacancy will be held during October and the successful candidate will be required to take up the appointment as soon as possible thereafter.

SALARY £7,395-£8,271 p.a.

Further details and application forms are obtainable from The Principal, Ipswich Civic College, Rope Walk, Ipswich IP4 1LT. Completed application forms should be returned to the Principal by the 15th October, 1975.

ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY
PRINCIPAL & CHIEF EXECUTIVE

The R.M.I.T., Australia's leading non-university tertiary educational institution is located in the centre of Melbourne. The Institute consists of an Advanced and a Technical College and is governed by a Council with the Principal as the Chief Executive Officer.

It is the largest college of Advanced Education in Australia with an enrolment of 10,000 students in the Advanced College and a further 10,000 students in the Technical College. There are 113 different Degree and Diploma courses offered by the Advanced College and approximately 250 Technical and Certificate courses by the Technical College. Also, it is responsible for all External Studies in the Technical Education area for the State of Victoria.

The present Principal is retiring in October, 1976 and a new principal is sought to commence in sufficient time to allow for an effective changeover. The person appointed will be required, in addition to controlling the daily operations, to guide the Institute through one of the most challenging periods in its 88 year history. Not only is the Institute being restructured to provide for an early separation of the Advanced and Technical Colleges, but it has also embarked on a vast building development programme.

It is likely that the qualities we are seeking in the appointee are to be found in an Educationist, University professor or a Business or Community leader. He must have extensive knowledge of business, professional and community requirements in relation to the academic studies which should be provided by vocationally oriented educational organisations.

Applicants should be academically qualified, either with a higher degree or dual-degree with a preferred age of 40-50 years.

Outstanding leadership and managerial abilities are essential and ideally, the person appointed would have gained public recognition in his chosen occupation or profession.

THIS IS ONE OF THE MOST SIGNIFICANT APPOINTMENTS IN THE AUSTRALIAN EDUCATIONAL FIELD AND REQUIRES A PERSON WHO WILL MATERIALLY CONTRIBUTE TO THE DEVELOPMENT OF THE INSTITUTE AND ALSO PLAY A PROMINENT ROLE IN COMMUNITY AFFAIRS.

The salary and fringe benefits offered are commensurate with the importance of the position and will be attractive to the right person.

Applications and enquiries, which will be treated in strictest confidence, stating personal details, qualifications and experience should be addressed to:—

The President of Council,
Box 1992-S, G.P.O., MELBOURNE, VICTORIA, 3001

THE INSTITUTE ALSO INVITES CONFIDENTIAL NOMINATIONS FROM INTERESTED PARTIES OF NAMES OF PERSONS WHO MIGHT BE CONSIDERED FOR APPOINTMENT

Colleges of Further Education continued

West Glamorgan
GLAMORGAN
EDUCATION COMMITTEE

WEST GLAMORGAN INSTITUTE
OF HIGHER EDUCATION
APPOINTMENT OF

Principal

Applications are invited from persons with appropriate qualifications and substantial experience in higher/further education for the post of Principal of the West Glamorgan Institute of Higher Education. The Institute will be formed from the merger in September, 1976, of the Swansea College of Education, Swansea College of Technology and Swansea College of Art.

The salary is likely to be initially at a point in the range of Group 7 £10,572-£11,082.

The Authority is seeking to appoint a Principal who will lead the development of the new Institute and will have the skills needed to interpret and make the work of the Institute to education, industry, commerce and the community.

The successful candidate will be expected to take up the post as soon as possible in advance of the formation of the Institute so that he or she may play a full part in its planning.

Application forms and further particulars may be obtained from the undersigned on receipt of a stamped addressed 'foolscap' envelope quoting post ref. OF/1.18.75.

Completed applications should be returned not later than, Wednesday, 8th October, 1975.

JOHN SEALE, Director of Education,
Education Department, Princeps House, Princeps Way, SWANSEA.

When, in 1939, Ernest Hemingway published *For Whom the Bell Tolls*, he gave it an epigraph from John Donne which has since become even more popular than the novel itself. It turns up everywhere, usually in distorted forms; it has even been used as a filler item in *Semtex*, the underground paper of the University of London.

The epigraph comes from the seventeenth of Donne's *Devotions* and runs as follows (Hemingway having abridged it somewhat): "No man is an island, intire of it self; every man is a piece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine own were; any mans death dimples me; because I am involved in Mankinde; and therefore never send to know for whom the bell tolls; 'T tolls for thee."

It is an irresistible passage, and Donne is one of those writers whom it is hard to discuss (Burke and Bobbes are similar) because they write so well that it has become a quotation instead of discussion.

What is significant about the page for this passage, however, is the way in which, taken as a fragment, it has been torn from its devotional context and turned into a prop for the modern religion of social involvement. In the hands of a failing illuminated scroll for the walls of social workers and probation officers.

In one respect, this is a reasonable interpretation, because Donne is certainly preaching about human involvement and castigating moments of Duvic Cup tennis matches he had once umpired, he would (this hand shaking with the tremens as his drill probed into his well stocked mind).

"Great poet. Pope. 'A little learning is a dangerous thing.' Most people don't get it right. Nine out of 10 think he said 'A little knowledge is a dangerous thing.' Too terrified at the time to care much, I stored the thought away for future reference."

There are, in fact, people who misquote Pope, but I don't happen to have met many of them. It is rather like parodied lines from old Hollywood films. You have to wait a long time before you hear anyone say "Let's get the hell out of here," and even longer to hear someone say "I take me to your leader."

The more interesting brutalities of contemporary are usually those which have substituted a different context for the original line. Four of Kipling's image has been fixed by lines like "Lesser breeds without the law" which is often quoted as an expression of imperialist arrogance but comes within a context of imperialist humility.

The unfortunate King Canute is a victim of a different sort of mistake, usually made by the editors of newspapers who construe him as the sort of foolish fellow who thought he could command the waves. Metaphorically he has turned into anyone who cannot see

Never send
to know
for whom
the bell tolls

KENNETH JONES

indeed, pedants have been known to lie in ambush for the mistake so that they may have the satisfaction of correcting it.

I remember a drunken, septuagenarian dentist who once had a fight with my childhood teeth. In between receding breathless moments of Duvic Cup tennis matches he had once umpired, he would (this hand shaking with the tremens as his drill probed into his well stocked mind).

"Great poet. Pope. 'A little learning is a dangerous thing.' Most people don't get it right. Nine out of 10 think he said 'A little knowledge is a dangerous thing.' Too terrified at the time to care much, I stored the thought away for future reference."

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The unfortunate King Canute is a victim of a different sort of mistake, usually made by the editors of newspapers who construe him as the sort of foolish fellow who thought he could command the waves. Metaphorically he has turned into anyone who cannot see

that the inevitable is inevitable. We have left way behind to the seashore in order to dramatise the absurdity of his flustering courtesies.

In colloquial being, a crude understanding just only to get into currency to become an irresistible piece of flashy decoration for a theme. The vague for the Duke of Wellington's witty remarks in recent years has become remarkable, but the purpose of the original has often been lost.

The Duke's reply to a passer-by who asked if he were Mr Smith ("If you can believe that, you can believe anything") has now degenerated into a standard adornment of any incoherent or incoherent. Dr Johnson's comment on language—that there is nothing like it for concentrating the mind—has suffered a similar fate.

The really serious misunderstanding to which only an entire university culture can stand as a corrective, however, are those which attach to entire eras of the past. The identification of nineteenth century liberalism with the doctrine of laissez-faire is one of these.

An even more serious one is the use of "feudalism" to describe anything despotic and tyrannical. Like the Canute story, but on a massive scale, this is an exact reversal of the real significance of a fragment of our past.

The past is, to use another famous epigraph, another country; they do things differently there. And to be cut off from the past is to be subjected to one of the most catastrophic of fates: dependence upon the shifting follies of contemporaneity.

It is a notable feature of totalitarian regimes that they can only operate with a plastic past. They can only make the present tolerable to their subjects by constructing caricatures of earlier times which seem to have replaced the earlier (and in some ways healthier) vogue for constructing golden ages.

Driving through France, one cannot help noticing the number of streets named after Le Clerc, de Tassigny, and de Gaulle. One cannot help wondering which general is the plastic past confined to totalitarian states.

It is one of the great achievements of universities, and especially of certain great academics, that they cannot help, in being true to themselves, keeping these vital lines of temporal communication in good repair.

How closed is the OU?

Lord Crowther's inaugural lecture as Chancellor in 1969 listed four main areas in which the openness of the Open University might be demonstrated. As the "university of the second chance" it was primarily regarded as open to people.

James and Whitelegg have attempted to argue (the *Times*, July 4) that it is "proving more attractive to the children of the workers". Their case rests on an erroneous comparison between parents of Open University students with those of conventional universities. However, the average age of OU students is much higher and the age range is considerably greater.

Most of the OU's students have already embarked upon a career which has taken them away from their class origins. If we include in this the one third of the OU population who are teachers (who have had one chance) and the increasing number of housewives (who are predominantly middle class) then we already have an upwardly mobile student body.

The number of shop-floor workers is drastically declining and has a high drop out risk due to obvious factors such as lack of facilities, loss of overtime, shift work, and so on. A second way in which the university was built into the system is to have had the vision in the Open University to work along the lines of some of the American universities, for example Wayne State, or Athabasca in Canada.

The former, after only one and a half years, has 2,500 students drawn mainly from the Detroit car factories or the unemployed whose learning base is the factory itself. The OU, on the other hand, expects students to come to it. Why not study centres in Ford's or Cammell Laird's?

A third form of openness is related to methods. The OU's educational package deal has received public acclaim. But compared with Athabasca University's "World Ecology" course in the *Edmonton Journal*, the American course which was the *Future of Man* which approved 273 newspapers and the University of California's project on Courses by Newspaper to telephone survey showed 15 million out of 20 million had read more than one of the lectures. Its efforts appear quite conventional.

As to being open to ideas the OU has shown flexibility but also an increasing tendency towards "servicing" courses and the idiosyncrasy of certain great academics in which perceived or overall degree patterns are sacrificed to an individual's whim or powers of persuasion.

In many respects the OU is much more closed than it first appears to be and there will undoubtedly come

a time when conventional institutions will cover much of the ground that the OU presently does, in, for example, flexible entry for both school leavers and mature students, work experience as a training towards entry points, and so on. There is little doubt that the OU is becoming increasingly an academic service institution in addition to its own work. It should reassess its objectives and begin planning a more open future in the following ways:

● Put into practice a policy of positive discrimination aimed at phasing out of the OU system professional and teachers (who have 50 per cent of a degree credit accumulation—three out of six credits are given them—and at one period there was talk of four credit exemptions). It is no wonder they form so many of the OU's students. They are compared with semi-skilled and unskilled; the OU should never fall its total quota with the former group at the expense of the latter.

● Carry out experimental changes in the experimental "chimes" appointments on the lines of the Workers Educational Association tutor-organizers whose function would be to stimulate interest among "shop-floor" factory groups using both tutors and management as entry points.

● Trial study centres based within factories for a trial period in, perhaps, Merseyside with guaranteed places set aside for workers.

● Instead of the alleged first time first served basis, selection should be on a random sampling basis. After all, the first applicants presently correspond remarkably closely to the higher occupational groups; the middle class and educated are invariably the first on every bandwagon.

● The OU requires a much stronger link with the concept of recruitment or continuing education together with a more systematic approach to open education at all levels, including the proposed Open College.

However, the undoubted economic advantages of the OU system must not be set aside as merely a means to cheapen education but to the idea of it as an economically viable potential for new and increasingly open objectives.

None of this can be accomplished overnight. But the Open University has the potential to be not only far more innovative but also to be at the nucleus of British educational change in the late 1970s and the 1980s.

Kenneth Jones

Dr Jones is currently Open University staff tutor in sociology, Faculty of Social Sciences, North West of England, and is completing an SSRC project on early leavers and access to higher education.

Colleges of Further Education continued

MANCHESTER
MANCHESTER POLYTECHNIC
FACULTY OF COMMUNITY
STUDIES
DEPARTMENT OF EDUCATION
LECTURER IN EDUCATION
(Theory)

Applications are invited for a Lecturer in Education to join the Department of Education, Manchester Polytechnic. The successful candidate will be responsible for the delivery of lectures and seminars in the field of education theory. The post is full-time and involves a commitment to the development of the department's research and teaching activities. The salary is in the range of £9,000 to £11,000 per annum, depending on qualifications and experience. Applications should be sent to the Director of Education, Manchester Polytechnic, 100 Oxford Road, Manchester M6 9PU.

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Colleges of Art

COUNTY OF SOUTH GLAMORGAN
CARDIFF COLLEGE OF ART
School of Art Education

Applications are invited from suitably qualified and experienced candidates for the post of

PRINCIPAL LECTURER IN ART EDUCATION

Co-ordinator of Studies and Senior Tutor for the Art Teachers' Certificate Course. To commence duties on 1st January, 1976. Salary scale: Principal Lecturer, £5,940 to £8,540 to £7,576. Application forms and further particulars available from: The Registrar (Post: 2-1165), Cardiff College of Art, Headland, Cardiff CF2 1EP. Closing date: 10th October, 1975.

Applications are invited for a Lecturer in Education to join the Department of Education, Manchester Polytechnic. The successful candidate will be responsible for the delivery of lectures and seminars in the field of education theory. The post is full-time and involves a commitment to the development of the department's research and teaching activities. The salary is in the range of £9,000 to £11,000 per annum, depending on qualifications and experience. Applications should be sent to the Director of Education, Manchester Polytechnic, 100 Oxford Road, Manchester M6 9PU.

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THE OPEN UNIVERSITY
IN SCOTLAND

ADMINISTRATIVE ASSISTANT

Applications are invited for a post of Administrative Assistant to the Open University in Scotland. The successful candidate will be responsible for the day-to-day administration of the Open University in Scotland. The post is full-time and involves a commitment to the development of the Open University in Scotland. The salary is in the range of £9,000 to £11,000 per annum, depending on qualifications and experience. Applications should be sent to the Director of Education, Manchester Polytechnic, 100 Oxford Road, Manchester M6 9PU.

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Colleges of Education

St. Mary's College, Strawberry Hill,
Twickenham TW1 4SX

Principal: The Very Reverend T. P. Cashin, C.M., B.A.

Applications are invited for the following posts:

Lecturer in Sociology

required for 1st January 1976. Courses are offered in this Main Subject department to Certificate, B.Sc. and